GARGI COLLEGE
(University of Delhi)

SELF STUDY REPORT

Submitted to

NATIONAL ASSESSMENT AND ACCREDITAION COUNCIL

September 2015

GARGI COLLEGE

(UNIVERSITY OF DELHI)
Siri Fort Road, New Delhi - 110049

SELF STUDY REPORT

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National Assessment and Accreditation Council (NAAC)

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Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place: New Delhi

Date: September 04, 2015

Shashi Tyagi

Signature of the Head of the Institution

Principal
GARGI COLLEGE
NEW DELHI-49

Certificate of Compliance

This is to certify that Gargi College fulfills all norms:

1. Stipulated by the affiliating University and /or

2. Regulatory Council/Body (such as UGC, NCTE) and

3. The affiliation and recognition is valid as on date.

In case the affiliation/recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: September 04, 2015
Place: New Delhi

Dr. Shashi Tyagi
Principal (Officiating)
Principal
GARGI COLLEGE
NEW DELHI-49

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PREFACE

Gargi College, as an institute of higher learning, echoes the belief that 'productivity is not a matter of chance – it is always accomplished owing to a commitment to excellence, intelligent planning and a focused effort'.

This endeavor to prepare a report for NAAC has given us an opportunity to reflect upon and deliberate on further challenges in seeking this quest for excellence. Hence, it has given us an impetus to be prepared for a sustained progression and in striving for perfection.

The preparation of this report has been a serious cooperative effort by all teachers, across disciplines, and the administrative staff. The steering (core) committee has been led by the Convener, Dr. Veena Tucker along with co-conveners- Dr. Sheela Kumari and Dr. Rekha Navneet. Other members of the extended core committee were Dr. Geeta Mehta, Dr.B. Vaijayanthi, Dr. Renu Agarwal, Ms. M. Sailaja and Ms. Sheela Dubey. Teachers-in-Charge of all the departments need a special acknowledgment. Mr. Sunil Kohli from Administrative Office, along with the other staff members of administration and accounts, have brought together the varied aspects required in compiling and consolidating this report. The transparency of the report is vouched by everyone involved.

September 4, 2015   Dr. Shashi Tyagi
New Delhi   Principal (Officiating)

ABBREVIATIONS

- AC - Air Conditioner
- ANDC - Acharya Narendra Dev College
- B A - Bachelor of Arts
- B Com – Bachelor of Commerce
- B Com (H) – Bachelor of Commerce (Honours)
- BITS- Birla Institute of Technology
- B. Sc. – Bachelor of Science
- B.EL.ED - Bachelor of Elementary Education
- BBE - B.A.(Hons.) in Business Economics
- BIMTECH- Birla Institute of Management Technology
- BOYSCAST- Better Opportunities for Young Scientists in Chosen Area of Science and Technology
- BMI- Body Mass Index
- BP- Blood Pressure
- CATC-Civil Aviation Training College
- CBSE- Central Board for Secondary Education
- CD - Compact Disc
- CPE - College with Potential for Excellence
- CPF- Contributory Provident Fund
- CR - Class Representative
- CSSS-Centre for Study of Society and Secularism
- CV - Curriculum Vitae
- CVS - College for Vocational Studies
- DDU- Deen Dyal Upadhya College
- DST - Department of Science and Technology
- DAAD- *Deutscher Akademischer Autauscdienst* (German Academic Exchange Service)
- DCAC - Delhi College of Arts and Commerce
- DU - University of Delhi
- DULS- Delhi University Library System
- DST - Department of Science and Technology
- ECA - Extra Curricular Activities
- ECA/Sp - Extra Curricular Activities / Sports
- Eco- Club - Environment Conservation Club
- EOC - Equal Opportunities Cell
- ESB - Entrepreneur Small Business
- FAQ – Frequently asked Questions
- FYUP - Four Year Under Graduate Programme

- FORE- Foundation for Organization Research
- GB- Governing Body
- GCSU- Gargi College Student Union
- GPF- Group Provident Fund
- HRD - Human Resources and Development
- HTC- Home Travel Concession
- ICC - Internal Complaints Committee
- ICPR- Indian Council for Philosophical Research
- ICSSR - Indian Council for Social Science Research
- ICT - Information and Communication Technology
- IHE - Institute of Home Economics
- IIT- Indian Institute of Technology
- IITM- Indian Institute of Technology and Management
- ILLL - Institute for Life Long Learning
- INFLIBNET- Information and Library Network
- INSPIRE- Innovation in Science Pursuit for Inspired Research
- IQAC - Internal Quality Assessment Cell
- IT - Information and Technology
- JDMC- Janaki Devi Mahila College
- JMI- Jamia Milia Islamia
- KNC- Kamala Nehru College
- KVS- Kendriye Vidyalya Sangathan
- LAN- Local Area Network
- LCD- Liquid Crystal Display
- LIC- Lady Irwin College
- LSRC - Lady Sri Ram College
- LTC- Leave Travel Concession
- M A - Masters of Arts
- MACASE- Maulana Azad Centre for Elementary and Social Education
- MH- Miranda House
- MICA- Mudra Institute of Communication Ahemdabad
- M.Sc- Masters of Science
- M Phil - Masters in Philosophy
- MoU- Memorandum of Understanding
- NA - Not Available
- NCC- National Cadet Corps
- NCT - National Capital Territory
- NCTE - National Council For Teacher Education
- NDMC- New Delhi Municipal Council

- NGO - Non Government Organization
- NII- National Institute of Immunology
- NLIST- National Library and Information Services Infrastructure for Scholarly content
- NME-ICT - National Mission on Education through Information Communication and Technology
- NPTEL - National Programme on Technology Enhanced Learning
- NPS- New Pension Scheme
- NSS - National Service Scheme
- OBC - Other Backward Classes
- PCB - Physics, Chemistry and Biology
- PCM - Physics, Chemistry and Mathematics
- PG - Paying Guest
- Ph. D - Doctorate in Philosophy
- PF- Provident Fund
- PPF- Public Provident Fund
- PRO- Public Relations Officer
- PWD - People With Disability
- RLAC- Ram Lal Anand College
- SBSC- Shaheed Bhagat Singh College
- SC/ST - Scheduled Caste/Scheduled Tribe
- SGGSCC- Shaheed Guru Gobind Singh College of Commerce
- SPIC MACAY- Society for the Promotion of Indian Classical Music and Culture Amongst Youth
- SPMC - Shyama Prasad Mukherjee College
- SRCC- Shri Ram College of Commerce
- TIC- Teacher-in- Charge
- UCL- University College London
- UGC- University Grants Commission
- UKEIRI - UK-India Education and Research Initiative
- UR - Unreserved
- USA - United States of America
- USIC- University Science Instrumentation Center
- UTCS- Union Territory Civil Services
- VC - Vice Chancellor
- VLE- Virtual Learning Environment
- WDC - Women's Development Cell
- WAN- Wide Area Network
- Whatsapp – app
- ZHC- Zakir Hussain College

EXECUTIVE SUMMARY

Gargi College was established in July 1967 by Delhi Administration to promote higher education among young women and since its inception it has steadily gained recognition as a leading women's college in South Delhi. The College is named after *Gargi*, an ancient Indian woman scholar who figures in the *Brihadaranayaka Upanishad*. She stands out in the Upanishad as the one who raised the most difficult questions regarding the nature of the Ultimate Reality in her discourse with the great sage *Yajnavalkya*. The intellectual vigour and persistence she showed in questioning the Master symbolizes enquiry and the quest for truth. The institution is dedicated to the same ideals in the modern context.

Gargi College is a constituent college of University of Delhi and has a Governing Body, which includes representatives of Delhi Administration and University of Delhi besides the teachers of the College with the Principal as Ex-officio Secretary. The keen interest taken by the various Governing Bodies for the development of the college has been responsible for its rapid growth.

At its inception, the college offered only two courses-B.A. (Programme), a one year Pre-Medical course and had only 207 students. It has been the policy of the College to introduce new courses in a phased manner. We offer honours courses in Liberal Arts and Humanities including English, Hindi, History, Political -Science, Psychology, Sanskrit, and Philosophy besides B.A. (Programme). In the field of Commerce, the college offers both B.Com. and B.Com (Hons.). In the field of Science, we offer honours courses in Botany, Chemistry, Microbiology, Physics and Zoology in addition to B.Sc. in Physical Sciences & Life Sciences. The College offers a Professional course B. El. Ed (Bachelor of Elementary Education) to train students to teach in schools   (between classes I and VIII). College also has a self-financing course, viz. Bachelor in Business Economics (B.B.E). We have Post Graduate courses in English, Political Science and Chemistry. The college also offers a certificate course in German.

The strength of students is now about 4,000 in different courses. Admission to all courses is keenly sought for by students with high scores at the school leaving exam. Our students in the Arts, Commerce and Science have been consistently securing various merit positions in the University. Many of our ex-students have distinguished themselves in the fields of Teaching, Medicine, Scientific Research, Administration, Mass Media, Sports, to name a few.

In order to embody excellence, Gargi College stands committed to introspect and deliberate on strength, weakness, opportunities and challenges in approximating this ideal.

Strengths

Enriched with a team of well qualified and dynamic faculty, along with added qualities of dedication, perseverance, our focus has been to sharpen the human capital of the country. It has been a constant endeavour of our teaching faculty to reinvigorate the philosophy of *Mundakopanishad* , *"Sa Vidya Ya Vimuktaye"* (true knowledge is that which liberates the mind of the students). Gargi College has a highly qualified and dynamic staff that has been

responsible for uplifting its academic standards. Facilities for doctoral and post-doctoral research are offered to the academic staff in the college also. We have advanced science research labs in Botany, Physics and Chemistry Instrumentation. At present we have 179 members on the faculty most of whom hold doctoral degrees and have gone for Post-Doctoral research both in India and abroad in order to upgrade their skills. Quite a few of our teachers have been placed on assignments which are funded by different organizations.

Teaching faculty's knowledge and skill help in training our students even beyond curriculum. College encourages faculty mentoring undergraduate students for research which can be presented at national and international conferences. Teachers guide Ph.D students, and the college has both national and international collaborations in fields of research.

We, at Gargi College, focus on an all-round development of students, thereby placing equal emphasis on academic and non-academic activities. Students can express their non-academic aspirations through a number of forums for which we also have vibrant societies under the guidance of faculty members. Our students have been excelling in various cultural activities and meets – Dance, Music, Choreography, Theatre besides debate and Quiz, and have been receiving top honours. In addition, extension activities in Gargi are carried out by NSS, NCC, WDC, EOC and Gandhi Study Circle. Various formal and informal events are annually scheduled, in the activity calendar of the college, to sensitize students towards social service and responsibilities, and enabling them to imbibe humanistic and ethical values. We also have a dedicated committee which looks after interests of foreign students and students from north east.

Gargi College encourages sensitizing all its stakeholders towards a 'clean and Green Consciousness' through various innovative methods, and by involving them in open-oriented programmes in the campus such as Rain water harvesting, 'Solid Waste management through Composting', 'Bio-Gas', 'Solar Panel' among other activities. Students are also involved in promotional programmes geared towards protecting and enriching ecological environment. These activities are conducted through the dynamic 'Eco- Club' society of our College, and Innovative Projects.

The College has been active over the years in sports as well. It has a spacious playground having facilities for Cricket, Volleyball, Badminton, Judo, Basketball, Tennis and other activities. The College Students' Council is an elected group of students' representatives. They develop leadership skills by organizing various cultural events including a grand 3 day inter-college festival, REVERIE.

In terms of infrastructure, our college is second to none, with state of the art science labs, well equipped and connected library resource centre and universal access to Wi-Fi facility. The College has a computerized Library having more than 70,000 volumes and subscribes to many journals. Every effort is made to procure the latest books for the Library every year. Besides, there are also well-stocked departmental libraries, especially in English, B.El.Ed and Applied Psychology. The college has a few ICT enabled classroom and modern updated laboratories. It has a Seminar Hall and a state of art Auditorium.

Gargi College is not just a paragon for development of knowledge society but also a digitally empowered community. Housed in a beautiful brick structure, the college is functioning in a

multistoried spacious building set against the remains of the historic Siri Fort. The surroundings have become more impressive and picturesque with the adjacent complex of the Asiad Games Village.

In 2004, the College was recognized as a Centre with Potential for Excellence by University Grants Commission. All the science departments have got grants from Department of Biotechnology, Government of India, to promote science education 2009. In the year, 2009, we got Star status for all our science departments. Our Bio-informatics facility has been adjudged as the 2nd best among all undergraduate colleges of India owing to the well published data generated from here.

Students and teachers are supported by the non-teaching staff. They are constantly encouraged to upgrade their skill and knowledge by going participating in training programmes and getting higher degrees. So, all the stakeholders get a fair chance to excel in their respective domains.

Weaknesses

The college shares the problem with the larger academic system, that of a lack of a vibrant industrial interface with dearth of apprenticeship opportunities for students. However, an endeavour is being made towards attracting an accentuated industry-institution – interface.

There has not been a full documentation, of innovation in teaching and experimentation, in the form of Monographs and Manuals, in some disciplines. Also, there is no conscious effort to share all aspects of knowledge base with the larger professional community. The college is also not able to formalise complete alumni database and use it optimally for the development of the Institution.

As a building, adjacent to the heritage structure, college functions within the consequent limitation of the space. However, we are trying to construct a new block for mitigating this situation.

Opportunities

We, at Gargi College, have been ardently following the objective of National Knowledge Network of connecting all educational resource centres to consolidate 'National Knowledge Commission'. Additionally, the College is trying to facilitate a regular interaction of our students with experts from other institutions. This endeavour has, and can enable students to grasp nuances of the academic subject that they are pursuing.

Keeping pace with the society and the economy, we also hope to imbibe the latest techniques for research and pedagogy for seamless transference of knowledge from the faculty to the students.

The College is in the process of expanding an in-house research publication, so as to provide ample space to students and teachers to express their ideas and thoughts in a productive way, going beyond the regular activities of classroom.

Challenges

In the age of a globalised world, we perhaps are losing the roots of vernacular languages. For us it is a challenge to motivate students to take up courses in these languages and promote Indological studies, especially disciplines like Sanskrit. Given the resource endowment, we seek to constantly expand the reach of research opportunities to a wide fora of students across all streams and disciplines.

We also endeavour to increase the diversity of a student population so as to create kaleidoscopic base of culturally diverse society in Gargi College which is a true representation of our country. Through this we seek to create and imbibe values of harmony and tolerance among our students. We wish to inculcate a culture whereby students transcend the myopic view of education in terms of marks, assignments and ranks to a system in which they have their vision set to achieving excellence in their field of operation, notwithstanding their background.

The college, in its quest for promoting virtues of excellence, has constantly endeavoured towards promoting a culture which allows students to think independently and critically rather than to blindly acquiesce with the status quo. We need to motivate them to stand against and resist any practice which is detrimental to the societal well-being.

We are trying to promote and encourage Digital India methodology, much in tune with the present day method of learning practices. There is also induction of Self Study modules for students which will help them prepare for competitive examinations across all streams.

Future vision of the College

We, at Gargi College, have acknowledged that SWOC analysis is required for a strategic planning to achieve our goals of excellence with our identified strengths, reflecting weakness, external opportunities and challenges of rapidly changing technologies, overcoming external impediments. The College, nevertheless, has a progressive vision and would like to constantly maximize opportunities for students in varied fields of academics, culture and sports. The college hopes to send out graduates will be leaders in their chosen field with great commitment to social justice and the welfare of the underprivileged.

SECTION B: PREPARATION OF SELF-STUDY REPORT

1. Profile of the Constituent College

1. Name and Address of the College:

Name :	Gargi College	
Address :	Siri Fort Road	
City : New Delhi	Pin :110049	State : Delhi
Website :	www.gargi.du.ac.in	

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal (Offg.)	Dr Shashi Tyagi	O:01126491490 R:011267742263	9810381494	011 26491490	shashi15@ gmail.com
Vice Principal	N.A.	O: R:	-	-	
Steering Committee Co-ordinator	Dr. Veena Tucker	O: 01126494544 R: 01124314057	9868110137	-	veenatucker@ gmail.com

3. Status of the Institution:

      i.   Affiliated College

      ii.   Constituent College   √

      iii.   Any other (specify)

4. Type of Institution:

  a. By Gender

      i.   Men

      ii.   Women   √

      iii. Co-education

  b. By Shift

      i.   Regular

      ii.   Day   √

      iii. Evening

5. It is a recognized minority institution?

  Yes   No

  No

  If yes specify the minority status (Religious/linguistic/ any other) and **provide documentary evidence.**

6. **Sources of funding:**
    i. Government
    ii. Grant-in-aid   √
    iii. Self-financing
    iv. Any other

7. **a. Date of establishment of the college:**   1ˢᵗ July 1967

   b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

   University of Delhi

   c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	02/07/1967	
ii. 12 (B)	02/07/1967	

   (Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

   d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	NCTE Department of Elementary Education	20-12-1999	Continuous fulfilment of norms & standards	
ii.				

   (Enclose the recognition/approval letter)

8. **Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?**

   Yes [ ]   No [√]

   If yes, has the College applied for availing the autonomous status?

   Yes [ ]   No [ ]

9. Is the college recognized

    a.   **by UGC as a College with Potential for Excellence (CPE)?**

        Yes ☐   No ☑√

    b.   If yes, date of recognition: …………………… (dd/mm/yyyy)

    c.   for its performance by any other governmental agency?

        Yes ☐   No ☑√

    If yes, Name of the agency:

    Date of recognition: …………………… (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	Urban
Campus area in sq. mts.	9.198 Acres= 37224.306 sq.m
Built up area in sq. mts.	7189.47 sq.m.

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

S.No.	Facilities available on the campus		
1.	Auditorium/seminar complex with infrastructural facilities		Yes
2.	Sports facilities	Playground	Yes
		Swimming pool	No
		Gymnasium	No
3.	Hostel	Boys' Hostel	No
		Girls Hostel	No
		Working Women's Hostel	No
4.	Residential facilities for teaching and non-teaching staff	Teachers	5 Flats
		Non-Teaching Class III	2 Flats
		Non-Teaching Class IV	8 Flats
5.	Cafeteria		Yes

S.No.	Facilities available on the campus		
6.	Health center	First aid	Yes
		Inpatient, Outpatient facility	No
		Emergency care facility	Yes, Medical room only
		Ambulance	No
		Qualified doctor Part Time	Yes, One, Doctor-thrice a week
		Qualified Nurse Full time	Yes, one nurse full time
7.	Facilities like	Banking	Yes
		Post office	No
		Book shop	Yes
8.	Transport facilities to cater to the needs of students and staff:		Yes 1 Toyota Qualis
9.	Animal house		Yes, Animal room
10.	Biological waste disposal		Yes
11.	Generator or other facility for management / regulation of electricity and voltage		Yes
12.	Solid waste management facility		Yes
13	Waste water management		No
14.	Water harvesting		Yes, Recharge

12. Details of programmes offered by the college.

S. No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted 2014-15
1.	Under-Graduate	B.A. Programme	3 years	10+2	English Hindi	185	203
		Applied Psychology H	3 years	10+2	English	39	48
		Business Economics H	3 years	10+2	English	46	46
		Commerce H	3 years	10+2	English	123	133

S. No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted 2014-15
					Hindi		
		Commerce P	3 years	10+2	English Hindi	185	179
		English H	3 years	10+2	English	46	73
		Hindi H	3 years	10+2	Hindi	46	56
		Sanskrit H	3 years	10+2	Sanskrit Hindi	39	46
		History H	3 years	10+2	English Hindi	46	57
		Philosophy H	3 years	10+2	English Hindi	31	29
		Political Science H	3 years	10+2	English Hindi	92	161
		Botany H	3 years	10+2	English	62	84
		Chemistry H	3 years	10+2	English	31	51
		Microbiology H	3 years	10+2	English	31	60
		Physics H	3 years	10+2	English	31	33
		Zoology H	3 years	10+2	English	62	86
		Physical Sciences	3 years	10+2	English	62	69
		Life Sciences	3 years	10+2	English	92	87
		Elementary Education	4 years	10+2	English Hindi	39	39
2.	Post-Graduate	M.A. English	2 years	Graduation	English	23	21
		M.A. Political Science	2 years	Graduation	English Hindi	23	21
		M.Sc. Chemistry	2 years	Graduation	English	23	4
3.	Integrated Programmes PG	Nil				Nil	Nil
4.	Ph.D.	Nil				Nil	Nil
5.	M.Phil.	Nil				Nil	Nil

S. No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted 2014-15
6.	Ph.D	Nil				Nil	Nil
7.	Certificate courses	German language	1 year	10+2	German	35	51
8.	UG Diploma	Nil				Nil	Nil
9.	PG Diploma	Nil				Nil	Nil
10.	Any Other (specify and provide details)	Nl				Nil	Nil

13. **Does the college offer self-financed Programmes?**

Yes [√]   No [ ]

If yes, how many?   [One]

14. **New programmes introduced in the college during the last five years if any?**

Yes	Economics H* Mathematics H*
Number	Two

*Introduced in 2013-14, during erstwhile FYUP and discontinued with the withdrawal of FYUP in 2014-15.

15. **List the departments**: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English*, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	Botany, Chemistry*, Microbiology, Physics, Zoology.	√	√*	-
Arts	Sanskrit, History, Philosophy, Political Science*, Psychology, Elementary Education, Mathematic, History, Economics, German.	√	√*	-

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Commerce	Commerce	√	-	-
Any Other	-		-	-

16. **Number of Programmes offered under** (Programme means a degree course like BA, BSc, MA, M.Com…)

   a. annual system | One |

   b. semester system | 21 |

   c. trimester system | Nil |

17. **Number of Programmes with**

   a. Choice Based Credit System | |

   b. Inter/Multidisciplinary Approach | All* |

   c. Any other (specify and provide details) | |

   *Refer Item 12.

18. **Does the college offer UG and/or PG programmes in Teacher Education?**

   Yes | √ | No | | | |

   If yes,
   a. Year of Introduction of the programme(s) **16/07/1997** and
      number of batches that completed the program: 16 Batches.
   b. NCTE recognition details (if applicable)
   c. Notification No.: F.No.42-42/99-2000/NCTE/13 Date: 20/12/1999

   Validity: Continuous fulfillment of norms & standards

   d. Is the institution opting for assessment and accreditation of Teacher Education
      Programme separately?   Yes | | No | √ |

19. **Does the college offer UG or PG programme in Physical Education?**

   Yes | | No | √ |

20.   Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	M*	*F	M*	*F	M*	*F	M	*F	*M	*F
Sanctioned by the UGC / University / State Government *Recruited*	Nil	1	66	19	102	93	19	4	2	
Yet to recruit N.A.										
Sanctioned by the Management/ society or other authorized bodies *Recruited*	N.A.									
Yet to recruit N.A.										

**M-Male *F-Female*

21.   Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	Nil		Nil		Nil		**Nil**
Ph.D.			1	62	1	19	**83**
M.Phil.			0	8	1	15	**24**
PG			0	6	4	8	**18**
Temporary teachers							
Ph.D.	Nil		0	0	4	32	**36**
M.Phil.			0	0	3	16	**19**
PG			0	0	7	11	**18**
Part-time teachers							
Ph.D.	Nil		Nil		Nil		Nil
M.Phil.							
PG							

22. Number of Visiting Faculty / Guest Faculty engaged with the College:

N.A.

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	2010-11	2011-12	2012-13	2013-14
	Female	Female	Female	Female
SC	183	195	177	168
ST	74	78	79	46
OBC	182	257	243	315
General	826	742	668	897
Others	58	62	70	77

24. Details on students enrollment in the college during the current academic year:

Type of students in **2014-15**	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	1171	38	N.A.	N.A.	**1219**
Students from other states of India	365	08	N.A.	N.A.	**373**
NRI students	-	-	N.A	N.A.	**0**
Foreign students	04	01	N.A.	N.A.	**5**
Total	**1540**	**47**	**0**	**0**	**1597**

25. Dropout rate in UG and PG (average of the last two batches)

UG [1.5%]   PG [0%]

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component   [**Rs.76068.05**]

(b) excluding the salary component   [**Rs.17221.27**]

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes [   ]   No [√]

If yes,

a) **is it a registered center for offering distance education programmes of another University**

Yes [   ]   No [   ]

b) **Name of the University which has granted such registration**.

c) **Number of programmes offered**

d) **Programmes carry the recognition of the Distance Education Council.**

Yes ☐   No ☐

28. **Provide Teacher-student ratio for each of the programme/course offered:**
    Honours courses-1:12; Programme courses-1:20

29. **Is the college applying for:**

Accreditation :   Cycle 1 | √ | Cycle 2 ☐   Cycle 3 ☐   Cycle 4 ☐

Re-Assessment: ☐

(Cycle 1refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re- accreditation)

30. **Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)**   N.A.

Cycle 1: ……………… (dd/mm/yyyy)   Accreditation Outcome/Result….…....

Cycle 2: ……………… (dd/mm/yyyy)   Accreditation Outcome/Result….….....

Cycle 3: ……………… (dd/mm/yyyy) Accreditation Outcome/Result….….....

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. **Number of working days during the last academic year 2013-14.**

    294 days

32. **Number of teaching days during the last academic year 2013-14.**
    (Teaching days means days on which lectures were engaged excluding the examination days)

    167 days

33. **Date of establishment of Internal Quality Assurance Cell**   N.A.

(IQAC) IQAC …………………… (dd/mm/yyyy)

34. **Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.**   N.A.

AQAR (i)   ……………… (dd/mm/yyyy)

AQAR (ii)   ……………… (dd/mm/yyyy)

AQAR (iii) ……………… (dd/mm/yyyy)

AQAR (iv) ……………… (dd/mm/yyyy)

35. **Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information).**
Nil

CRITERION I

CURRICULAR ASPECTS

Criterion I: Curricular Aspects

1.1   Curricular Planning and Implementation

1.1.1   State the vision, mission and objectives of the institution and describe how these are communicated to the other stakeholders students, teachers, staff and other stakeholders

Amidst a fast changing world, it is a constant challenge for Gargi College, an institute of higher learning to define and update its vision. The spirit of Gargi, the woman scholar from the Upanishads, guides the *mission of this college* which is to produce women of substance, whose feet will be rooted while their hands reach out to steer change and progress. It is desired *that every student who passes through the portals of the college emerges as a wholly developed individual symbolizing the spirit of enterprise and inquiry that characterizes Gargi.* There is a paradigm shift taking place in the educational focus in this college. Teachers are now urged to move from imparting knowledge to becoming mentors encouraging self-learning, innovation and creativity amongst students. Further they are building leadership skills in problem solving and envisioning reforms.

Thus, we state the vision, mission and objectives of our college as follows:

Vision
To make this institute of higher education a center of excellence by promoting knowledge, creating new knowledge and finding its applications by tapping the potentials of staff and students.

Mission
* To give equal opportunity of excellent education to students coming from diverse sections of society.
* To encourage innovative methods of teaching-learning for quality education
* To promote innovative ideas in research among teachers and students
* To sensitize and increase social responsibility among students toward deprived communities.

Objectives

* To improve the academic performance of the students.
* To build in students professional competence in order to acquire positions of leadership.
* To make young women complete human beings and inculcate in them mutual respect and appreciation of shared humanity.
* To expand alumni network for resource generation, students' internships and placements.
* To promote collaboration with industries and other organizations for research and add-on courses for the students for skill development and enriching academics.

Vision, mission and objectives of the college are communicated to the students, teachers and others through the college prospectus, website and orientation programme, discussions, workshops and meetings.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

A systematic plan of action is developed for effective implementation of the curriculum for various courses in the college with the participation of teachers at the department level and supervision and coordination at the college level by the formal committees as follows:

- **Work load committee**-Work load committee is constituted of teachers representing different disciplines. Its role is to assess the workload of every department before the onset of each academic session. The TIC of each department submits the workload based on the syllabus prescribed by the university, taking into consideration number of students in each class. Workload committee after evaluating the workload of the college, reports to the Principal who makes sure the availability of teachers in each department by appointing more teachers if required following university norms. This committee also co-ordinates with the time –table committee and teacher-in- charges of each department. Blueprint of paper allocation among the existing faculty members is prepared in coordination with the workload and the time table committees.

- **Time Table Committee**- The time table committee is entrusted with the task of allocating the classes to each department/ teacher based on the information provided by the TIC of each department. The individual departments, in turn, prepare time tables for the courses offered by the college on the basis of the data supplied by the time table committee as per university norms. These time tables are displayed on the notice boards in the departments and college as well as uploaded on the college web-site for information to all students. This procedure facilitates an effective conduct of the academic session in a scheduled way. Since, University of Delhi follows the semester mode of teaching, the onus of making a proper schedule for each department, twice a year, lies with the college.

- **Planning and monitoring committee-** This committee has an additional responsibility to ensure that the curriculum of every course is implemented effectively by ensuring the availability of the following:

  i) **Classroom Facilities**: The classes are equipped with projectors and Wi-Fi to facilitate an effective teaching- learning process. The infrastructural needs especially of the laboratories are worked in advance, so that updating and overhauling of the equipment is done prior to start of academic session. The labs also maintain suitable manuals and books for experiments which are readily available for reference for use by students. It is taken care that labs are fully equipped before the start of the session. All laboratories of computer, psychology and science departments are fully prepared before the new academic session begins.

  ii) **Library**: The vast library resources of text, reference books, journals, magazines, newspapers and e-resources are regularly updated by the concerned departments. The fresher admitted every year are oriented and

encouraged to use the library resources. The college library is fully digitalized having facilities for using e-resources.

iii) **Research Projects**: For a holistic learning process and personality development, the students are mentored by the teachers for participating in research projects such as projects under Star College, Bioinformatics, Path finder and Interdisciplinary Innovative projects. These projects enable the students to develop analytical reasoning and generate new ideas and innovation having direct applications. The students from various courses are motivated to participate in various research projects in groups where they learn to work in teams, share ideas and develop their presentation and research skills.

Department level plans for curriculum implementation:

Each department makes an effort to enrich the course curriculum by planning academic activities beyond the classroom as well as non-academic activities for holistic development of students described as follows:

- **Seminars and Workshops**: Every department regularly organizes seminars, talks, discussions and workshops to enable the students to interact with eminent personalities. Students get opportunities to involve themselves in various academic activities beyond the classrooms such as present research papers at conferences held in college and at national/International level, make power point presentations, and hear renowned speakers on diverse topics and latest developments in their fields of education. Many eminent speakers from reputed national and international organizations present their talks in the college.

- **Internships**: In-house student internships are planned in different courses such as science, applied psychology, commerce and B.EL.ED, history. Psychology department plans the internship in hospitals, clinics, business organizations and schools relating to various fields of specialization. The Department of Elementary Education follows norms of NCTE (National Council for Teacher Education) / MACESE (Maulana Azad Centre for Elementary and Social Education). Students are allocated contact hours which includes lectures, practicums, school internships and tutorial interactions. The department also trains students in theatre, craft, physical education and their self-development. The coordination is done with educational organizations such as schools under NDMC (New Delhi Municipal Council) /MCD (Municipal Corporation of Delhi) / KVS (*Kendriya Vidyalaya Sanghatan*)/*Sarvodaya Vidyalayas* (Department of Education) and some private schools for internships.

  Students pursuing commerce, business economics and entrepreneurship are encouraged to do summer training relating to marketing, finance and banking.

  Besides these in-house internships, all the students of science, humanities and commerce are encouraged to do summer internships for their career development. Internships opportunities are provided by many NGOs as well as hospitals and other organizations. Students get the information about the summer internships, research projects and training from college notices, websites as well from other sources.

- **Educational field visits**: Field visits and educational trips are organized by various departments for the students to learn beyond classrooms such as science departments, history, psychology, economics, commerce, political science departments. Students learn through direct experiences, and get exposed to the applications of their educational disciplines in various field settings. Industrial trips are organized

regularly for the students pursuing business economics and commerce such as visiting Bhiwadi industrial area (2014), Jaipur SARAS milk plant(2013) Consumer Court INA (2012), Maruti Udyog plant (2011 & 2009). Botany department also conducts visits to hill stations to collect plant specimens such as bryophytes, pteridophytes, lichens, gymnosperms, algae, and fungi. Chemistry department has organized visits to forensic science lab, Chandigarh, Ranbaxy, Dabur, and USIC.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the university and/or institution) for effectively translating the curriculum and improving the teaching practices?

University conducts various development programmes for the teachers such as, orientation and refresher courses to enhance their knowledge as well as for newly introduced courses. Teachers are encouraged by the college to attend these courses. Various departments in the university regularly conduct meetings with teachers of colleges to facilitate sharing knowledge. Moreover, the university provides access to e-journals, e-books, articles and various other research publications to colleges.
The Institute of Lifelong Learning (ILLL) Centre of DU helps in translating the curriculum as it prepares e-texts for various discipline courses for the teachers and students.
The college has a well-stocked and updated library, computer and science labs which help in improving teaching practices. Texts and reference books are purchased according to newly introduced syllabi of various courses. The college has provided laptops to teachers for using technology in delivering lectures. The campus is Wi-Fi enabled. Most of the class rooms have projector facilities which help in making teaching more interactive and effective. All e-resources of Delhi University Library System are available for ready access to the students and teachers of the College. The library is maintained with Web Junction with the on-line facility of UGC-INFLIBNET and access to DU library catalogue.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

The institution takes up following initiatives for effective curriculum delivery:
Planning initiatives:
- University academic calendar is followed in the college.
- College calendar is prepared in the beginning of the academic year linking with the University Calendar.
- Class/home assignments/presentations by the students are planned based on the syllabus.
- ICT facilities are provided in the classrooms. Additional licensed software is procured to equip computer labs and conducting training workshops for faculty for using this software.
- The institute provides lab facilities for augmenting teaching process and creating additional research facilities in the labs.

- The library updates stocks of books, journals, e-resources and references according to curriculum, for use by students and teachers.
- Teachers are encouraged to attend orientation and refresher programmes for newly introduced courses.

Initiating innovative teaching methods:
- Teachers regularly use innovative teaching methods such as focus group discussion, case studies, student's presentations, e-lessons, MCQs and quiz and other class room activities.
- Organizing seminars/lectures/workshops by experts form other reputed organizations to share their knowledge and experiences with faculty and students.
- Organizing educational field visits to supplement the curriculum knowledge and experiencing link of theory with practice.

Monitoring and evaluation initiatives:
- Regular assessments of the students are conducted in each semester for feedback and computing internal evaluation.
- Periodic monitoring of academic performances such as of class room discipline and timely course completion is done in the departmental meetings.
- Analysis of students' examination results is done by the departments and academic committee. This is followed by reviewing quality of teaching-learning, planning strategies for effective teaching and improving academic performance.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

The College networks with industries, other research and educational organizations to effectively operationalize different aspects of the curriculum, described as follows:

Networking with Industries:
Industry- college interface is essential for students to learn the applied aspects of knowledge of their disciplines. Students get many opportunities in the college to attend the talks by experts from industries. Placement cell networks and interacts with different industries and business organizations. Teachers and industry resource persons provide guidance and support to students for career planning, internships and placements. Private companies such as Deloitte, KPMG, E-Value, Serve, Capital IQ, different schools, have done campus recruitment.
Interns from different courses such as students pursuing B.EL.ED are benefitted by practicing teaching in schools and NGOs as well as contribute toward sharing the work of these organizations. They are employed by different schools at the end of their work.

Research:
A large number of faculty members of the college are involved in research. They are associated with various research bodies and Universities such as:
- Under the Star College Scheme is funded by the Department of Biotechnology (DBT). The grant has aided the science departments by providing infrastructure for achieving excellence in teaching and exposure of students to experimental science.

The Bioinformatics Infrastructure Facility (BIF) is also funded by the DBT. In 2013-14, BIF of Gargi College was awarded to be the second best in India among the undergraduate colleges.

- Innovative interdisciplinary projects are funded by the University of Delhi
- Research grants are also given by the funding organizations such as UGC, ICSSR to faculty for projects.
- Under the International Exchange Program, project approved by UGC-UKIERI in collaboration with University College London, UK.

Academic reforms and curriculum development
- Initiatives for course revision- Gargi College is known for its pioneering spirits. It conceived and organized an inter college meet to review the curriculum of the Technical Writing paper taught to science courses, leading to a major shift in the teaching and assessment patterns of this course by DU(2012);'
- The globalization of higher education: Challenges and opportunities' a seminar organized(2011) by the commerce department, inviting experts;
- A volume of essays is published by Gargi , entitled *'Quest for excellence: Policy and practice of higher education'* **edited by Dr. M. Ramachandran (2013).**
- Faculty members of the college from every department have been participating in curriculum development done by DU.
- Use of e-technology to enhance research and teaching-learning process- Orientation for capacity building was organized for faculty and students by the resource persons from the Ministry of Human Resource Development, Computer Centre DU, Delhi University Library and JNU (2012).
  Thus, the college networks with industries, research organizations, academic institutions and NGOs for effective operationalization of the curriculum as well as providing benefits to them.

1.1.6 What are the contributions of the institution and/or its staff members to the development of curriculum by the University?

For the past many years, our College has participated in developing curricula for many courses being offered by the university such as syllabi of annual, semester based and erstwhile Fyup courses. Teachers from various departments have contributed in the restructuring of different courses. The details are presented in the following table:

Department / Faculty Name	Paper/committee member/convener/year	Year
	Psychology	
K.Malhotra	Curriculum restructuring committee-Founder member, and convener	
V.Tucker	Curriculum restructuring committee Convener in - erstwhile FYUP – core committee member of university,	2010, 2012,-2013
S.Bhatia	Developmental Psychology –convener physiological Psychology –member	2010, 2012-2013

N.Pant	Organizational Psychology – convener	2010
P.Pant	Clinical Psychology- member	2010
P.Phogat	Research Methods, Counselling Psychology- member	2012-2013
S.Rizvi	Counselling and Clinical Psychology- member	2012-2013
	Botany	
S.Tyagi	Cell Biology; Plant Physiology- member	2012-2013
U.Prasad	Restructuring as per semester system- convener Committee of courses-member Core committee-member erstwhile FYUP; Genetics - convener; Molecular Biology; Cell Biology- member	2009, 2010, 2012-2013
G.Mathur	Committee of courses-member	2012-2013
K.Prabha	Committee of courses-member Plant Physiology; Plant Metabolism; Analytical Techniques in Plant Science- member	2013-2015 2012-2013
G.Mehta	Committee of courses-member Phycology; Microbiology –member	2010-2012 2012-2013
A.Mohanti	Molecular Biology; Genetics- member	2012-2013
	Chemistry	
I.Sidhwani	Applied courses in chemistry & green chemistry-convener, Science Faculty member	2012-2013 2012-2015
S.Chowdhury	Committee of courses-member Inorganic Chemistry-member	2014-2015 2012-2013
A.Chugh	Physical Chemistry-member	2012-2013
S.Bhan	Inorganic Chemistry-member	2012-2013
R.Batla	Organic Chemistry-member	2012-2013
U.Dutta	Organic Chemistry-member	2012-2013
R.Agarwal	Pharmaceutical Chemistry-member	2012-2013
B.Vaijaynthi	Computer Application in Chemistry-member	2012-2013
	Commerce	
G.Kichlu	Business law-member	2012-2013
S.Jerath	Restructuring Committee-member	2010
	Mathematics	
P.Kumar	Calculus of variation & linear programming- member	2012-2013
	Microbiology	
S.Chawla	Immunology-convener	2010, 2012-2013
R.Gupta	Industrial Microbiology-convener	2012-2013
S.Srivastava	Virology-convener	2012-2013
A.Kapila	Bacteriology-convener	2010, 2012-2013

K.Vasdev	Recombinant DNA Tech. and Biotechnology	2010, 2012-2013
	Elementary Education	
M.Sailaja	B.El.Ed. D.El.Ed. (NCTE)-member Committee of courses-member	2012-2013 2014-2015
C.Sawhney	Linguistics-member	2012-2013
J.Rana	Committee of courses-member	2012-2013
A.Joshi	B.El.Ed. D.El.Ed. (NCTE)-member	2012-2013
M.Gupta	B.El.Ed. D.El.Ed. (NCTE)-convener	2012-2013
P.Kalra	B.El.Ed. D.El.Ed. (NCTE)-member	2012-2013
	Philosophy	
D.Chatterjee	Committee of courses-member Ethics-member	2010-2011 2012-2013
R.Navneet	Committee of courses-member	2011-2012 2013-2014
	Physics	
A.Garg	Committee of courses (Physics & Astrophysics)	2012
V.Luthra	Integrated course in Physics (Hons) Physical Science- member Restructuring B.Sc.(Hons)	2012-2013 2010-2011 2010
	Political Science	
S.Mishra	Public Administration- member Foundation courses- core committee- member	2012-2013
	Zoology	
N.Sachdeva	Immunology- convener	2010, 2012-2013
	English	
R.Chakravarty	Concurrent courses B.A.(Hons.)-member	2010
A.N.Dev	B.A.Programme-member English Foundation and application courses-member	2010 2012-13

Faculty members of different departments of our college send suggestions and recommendations for redesigning of different courses/syllabi to be discussed in the meetings of the academic council DU. Teachers of Physical Education and B.El.Ed department have actively contributed in the design and development of curriculum for Post Graduate Courses offered by the Department of education DU. Many experiments conducted by our students who were taught by teachers, beyond classrooms, were later added to the syllabus revised by DU.

1.1.7 Does the institution develop curriculum for any of the courses offered by it? If yes, give details on the process.

As per the affiliating university system, there is a centralized system for curriculum designing and examination for undergraduate courses offered in constituent colleges. However, teachers from different colleges represent in the DU committees for the course development. A large numbers of teachers of Gargi College have been involved in restructuring and development of curricula of different courses. They have also been empowered with the responsibility of conveners/co-conveners of the various course restructuring committees of the University.

Apart from the undergraduate programmes, college also offers a few add-on/ certificate/skill development courses which are formulated by the specific departments. These courses categorized as expanding horizons or academic enrichment, career intensive and foreign languages are as follows:

Add-on certificate courses			
Expanding Horizon –Academic Enrichment Programmes			
Topic	Convener	Department	Year
Climate Change: concerns, actions and career paths	Dr. Chanadana Mukherjee Dr. Bhanumati	Chemistry	2011
Environmental Conservation	Dr. Aruna Mohan	Zoology	2011, 2012
Biomedical Science	Dr. Neelam Sachdeva	Zoology	2011
Swasthya and Ayurveda	Dr. Sunita Gupta	Sanskrit	2011
Heritage Management	Dr. Alka Sakia Ms. Diksha Bhardwaj	History	2011
Positive Discrimination	Ms. Suman Lata Dr. Shweta Mishra	Elementary Education Political Science	2011
Gender and Law	Ms. Mudita Mohile	English	2011
Sources of History	Ms. Diksha Bhardwaj	History	2013
Career Intensive courses			
Advertising & Marketing Communication	Dr. Geeta Kichlu	Commerce	2010, 2011 2012, 2013
Banking & Financial Services	Dr. Manju Sahai	Commerce	2010, 2011 2012, 2013
Mass Communication	Dr. Deepika Chatterjee	Philosophy	2010, 2011 2012, 2013
Certificate Course in Foreign Languages			
Russian Language	Delhi University	Slavonic & Finno Ugrian Studies	2010, 2011 2012, 2013
German Language	Dr. Rima Chauhan	German	2010, 2011 2012, 2013

Curricula of many of these add-on courses have been designed by the respective departments, in consultation with the resource persons and the collaborating organizations.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

College ensures that the stated objectives of curriculum are achieved by strictly adhering to the academic calendar of the university. Departments prepare comprehensive academic plans to teach as per curriculum. Regular departmental meetings are held to discuss different aspects of curriculum. The coverage of curriculum and co- curriculum activities and other programmes are assessed by faculty members as well as by the academic committee, at regular intervals. Every teacher maintains an attendance record of students which helps her to assess course completion.

Once the plan is prepared and implemented, teachers ensure that regular assessment tests/assignments/presentations/group discussions are conducted for improving the learning of students.

Internal assessment of the students based on attendance records, assignments, presentations and projects are documented by the faculty. The information is made available on the college web site and displayed on the college notice board.

Remedial classes are held for those students having poor performance. The college also welcomes feedback from various sources such as students, teachers, parents of the students, mentors of the students.

The institution offers ICT resources such as Wi-Fi and e-resources available in the library to improve student learning. It is also looked that there is quality enhancement of teaching-learning skills of faculty members. Teachers enhance their knowledge by attending conferences, seminars, workshops, orientation, refresher courses, and special lectures besides self-studying and this knowledge is then, shared with students.

Commerce department of our college has introduced a knowledge sharing platform "Panorama" where teachers share their class-lectures and PPTs to improve their teaching. Teachers' also prepares question banks on a regular basis and supply to students for effective learning.

It is observed that by the implementation of the aforesaid methodologies, the specified objectives of the curriculum are fulfilled as shown by the academic performance and students' progression.

1.2.1 Specifying the goals and objectives, give details of the certificate/diploma/skill development courses etc. offered by the institution.

The college has various add-on certificate Courses which have been started with the aim of enriching academics, wider exposure of the specialized field and career options. These courses are based on a holistic approach to learning, developing the vocational skills among the students. The students can acquire research and lab techniques as well as communication skills, team work and leadership skills. They can acquire an additional certificate with their regular studies. The details of these are given in item no.1.1.7.

1.2.2 Does the institution offer programmes that facilitate twining/dual degree? If yes, give details.

The institution does not have provision for a dual degree as per the university rules. However, students can pursue add on course for additional certificate degree with regular undergraduate studies.

1.2.3 Give details on the various institutional provisions with references to academic flexibility and how it has been helpful to students in terms of skill development, academic mobility, progression to higher studies and improved potential for employability.

The college presents a multi-tiered structure of opportunities to its students, which is constantly strengthened, reviewed and expanded.

All science departments of Gargi College get additional annual grant from DBT and teachers have been able to undertake training workshops for students to enhance their skills.

The add-on courses are governed by a vision to maximize opportunities for our students to acquire career enhancement skills. These add on courses provide a bridge between the university curriculum, with its focus on liberal education and pure sciences, and a job market demanding new technical skills. They are taught by experts in the industry, government and academia. They are offered in three categories, academic enrichment, career intensive and foreign languages. Details of some of the career intensive courses are as follows:

Entrepreneurship - It is an innovative programme for undergraduate students who either want to start their own business or want to explore the world of entrepreneurship. This programme is a complete course offering crucial skills like business in competitive market, leadership, initiative, problem solving, risk-taking, planning, finance and resources.
Advertising and Marketing-This certificate course is career intensive comprising details on various aspects of advertising and providing knowledge about advertising agencies. Students learn various characteristics of media and process of media selection linking it with objectives of advertising. Students gain practical experience through summer internships in advertising agencies.
Banking and Financial Services- This course exposes the students about investment decisions, capital market efficiency and Indian capital market and analysis of capital budgeting. Course includes lectures and interactions by resource persons from banks and educational institutions.
Mass communication: The course introduces students to various types of mass media such as print, radio, and audio-visual, their general characteristics, advantages and disadvantages as well as process of mass communication versus personal communication. Objectives of mass communication and effectiveness discussed with cases. Students undertake projects and internships.

1.2.4 **Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.**

The college offers one self-financed course, Bachelor of Business Economics (B.B.E.). This is a regular course offered by the university. It is a professional course having centralized admission through an entrance examination. The curriculum of this course is designed by the university. Teachers' qualifications and salaries are similar to the other courses of the college. In terms of fee structure it is different from other courses as the college offers this course in self-financed category.

1.2.5 **Does the college provide additional skill oriented programmes, relevant to regional and global markets? If 'yes', provide details of such programme and the beneficiaries.**

College offers various skill oriented programmes which cater to special needs, supplement the regular courses, and increase employability of students by providing them vocational training. Such programmes are:

- Banking and Financial Services
- Advertising and Marketing Communication
- Certificate Courses in Foreign Languages,
- Mass Communication Course

Details of these courses are given under 1.2.3.

Placement Cell facilitates the three major objectives of providing guidance and support in the areas of placements (and internships), carrier guidance and higher education options to students. Placement Cell takes up the following activities:

- Workshops are conducted for training students on personal resume writing, personal interviews and group discussions.
- Efforts are made to get maximum number of students enrolled with Central Placement Cell, Delhi University.
- Placement Cell organizes in-house sessions for students' recruitment with various reputed companies.

1.2.6 **Does the university provide for flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the course/combination of their choice? If 'yes', how does the institution take advantage of such provision for the benefit of students?**

No, the college only offers regular undergraduate and a few postgraduate courses. There is no flexibility of combining these regular courses with any distance mode courses.

1.3   Curriculum Enrichment

1.3.1   Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated.

Gargi College takes extra initiatives to update its students with knowledge beyond the curriculum and offers incentives for research, innovation and presentation of original work. These initiatives take the form of faculty guiding research, organization of seminars, workshops, lectures and panel discussions by experts in their fields.

The college organizes several co-curricular activities such as debates**,** paper-presentation, workshops, field visits, research projects and extra-curricular activities. Students are encouraged to take up NCC and NSS NSO activities.

The College arranges inter-disciplinary seminars at national level every year. Research is encouraged even at the undergraduate level. Summer workshops are conducted regularly for science students. Students regularly make presentations in departmental activities. Students are encouraged to publish their work in reputed journals attend conferences.

1.3.2   What are the efforts made by the institution to enrich and organize curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

The college is taking a number of steps to equip the students with the abilities and skills required to meet the needs of the employment market. Along with the regular curriculum, the college is exposing them to various career intensive programmes. Students are also encouraged to do summer internships in various organizations. Besides academics, students get training in life skills such as communication, relationships building, organizing and decision making, team work and leadership skills. The College also organizes seminars and talks in various applied fields related to disciplines. The objective of this training is to enhance the overall personality of the students.

The college also offers to students a **certificate and diploma course in German** which gives them an added advantage in the global environment. The course opens up plethora of career options for them in aviation, tourism and education industry.

Moreover, the college offers **three skill/application based degree courses**-Bachelor's in Elementary education, B.A. (Hons.) in Business Economics and B.A.(Hons.) Applied Psychology.

The placement cell of the college has been organizing seminars regularly on topics like entrepreneurship, career planning and options to study abroad.

1.3.3   Enumerate the efforts made by the institution to integrate the cross cutting issues such as gender, climate change, environment education, Human rights, ICT etc into the curriculum?

The institute organizes various workshops, seminars, panel discussions etc. to inculcate cross cutting issues into the curriculum.

- **Unmukti**: the women development cell of the college organizes workshops that sensitize students about gender and sexuality based inequality and violence. They have formed an outstation students group which caters to the needs of students who come from different parts of the country. They recently organized a panel discussion on the theme "Living on sharp edge" on women in conflict areas and "violence against women" along with CREA. The cell keeps organizing workshops on self-defense every year.
- The **eco club** of the college works towards an eco- friendly environment in and around college. Students create awareness about environment through posters, discussions, debates, screening documentaries etc. Moreover, the eco club has initiated a number of projects wherein students are given hands-on training in creating bio degradable handy bags to substitute polythene, utility items out of discarded items and worm composting from organic waste.
- The college has an **innovation project** on solid waste management. Students have collaborated with an NGO-Chintan and work towards removing paper biodegradable and e-waste from college and neighbouring areas. They try to create awareness amongst the students through seminars and street plays. They have also installed a bio gas plant in college which uses kitchen waste from canteen.
- Since the last 5 years **Equal Opportunity Cell** of the college is conducting UGC sponsored programme on -"Positive Discrimination" which is open to students of all streams. The objective of the course is to sensitize the students towards the prevailing inequalities in the society. The course engages with the concepts of affirmative action, equity, justice, exclusion, disability and marginalization.
- The **Political Science** and **English** department of the college teach a course titled "Human Rights, gender and environment" to students of B.A.(Prog.) IInd year.
- **Environmental studies** is a mandatory course in erstwhile FYUP course.
- **Computer courses** are also organized for students.

1.3.4   What are the various value added courses/ enrichment programmes offered to ensure holistic development of students?

- **Moral and ethical values**
- **Employable and life skills**
- **Better career options**
- **Community orientation**

To ensure the holistic development of students the college offers a number of value added courses and enrichment programmes.

Moral and Ethical Values: The Gandhi study circle established in the college aims to revisit, review and debate Gandhi with the young generation. It also tries to inculcate Gandhian values and ideals such as simplicity and selflessness among the

students. The eco club of the college aims to create environmental consciousness and develop environmental ethics among students.

Employable and Life skills and better Career options: To enhance the employability of the students, a number of add on courses that are job oriented are provided to the students. Some of the courses conducted by the college are certificate course in Banking and Financial Services, Advertising and Marketing Communication and Mass communication. Students are guided and supported for placement, internship, higher education. The placement cell of the college organizes seminars, aptitude tests and recruitment drives. Seminars on higher education opportunities, group discussion strategies, career planning and counselling and entrepreneurship are organized regularly.

Community Orientation: The students at Gargi are taught the importance of participating in community service and contributing to help the deprived and underprivileged. The NSS society of the college lives up to its motto "Love All and Serve All". The students engaged with NSS volunteer with a number of NGO's. They also organize clothes donation drive to support NGO's like Goonj and Family of disabled. The NSS every year organizes a blood donation camp.

The equal opportunity cell of the college is committed to the requirements of differently-abled. The cell has also initiated a one-to-one mentoring programme for the differently-abled students of the college to motivate them and facilitate their participation.

Unmukti - The Women's development cell of the college strives to encourage students to grow up to be free, fearless and dignified. It enables students to think talk and act upon gender and sexuality based inequality and violence.

1.3.5 **Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum**

Feedback from students and collaborating organizations is taken informally such as:

- Continuation of an add-on course is reflected from its popularity and relevance.
- Increasing participation of students in research and workshops.
- Teachers and students of Elementary Education department participated in a review of the B.El.Ed programme at Central Institute of Education, DU to give inputs on various courses, their designs, examination and other related issues, in 2013.
- Applied Psychology (Hons.) programme was started in 1987 in our college and faculty has been actively involved in reviewing and revising its syllabus. Students feedback has been taken for updating the course, such as in 2000 , 2010 and 2013.

1.3.6 **How does the institution monitor and evaluate the quality of its enrichment programmes?**

In order to monitor and evaluate the quality of the enrichment programs, the institute continuously upgrades the syllabi so that they are in tune with the changing environment. Regular presentations and assessments are taken to check the understanding level of students. Moreover, departmental meetings are conducted

regularly to discuss and evaluate problems and experiences to make the programmes more beneficial for students.

1.4.1. What are the contributions of the institution in the design and development of the curriculum prepared by the university?

The faculty members of Gargi College actively participate in both the process of paper setting and designing of course curriculum including periodic review and designing of the course for any new subject.

Teachers from various departments including Commerce, B.El.Ed, Political Science, Applied Psychology, Philosophy, Microbiology, Chemistry, Zoology and Mathematics department have contributed in the restructuring of the course during the introduction of four year undergraduate programme and have been members of the paper setting examination board. Teachers were involved in making course content of DC-I, DC-II and AC of FYUP (2013). Few of them were also appointed as the member of the 20-Member Core-Committee appointed by the University for FYUP. They have previously contributed in the course restructuring of semester and annual mode also and have been the members of review committee of courses.

Teachers from the Botany, chemistry and psychology departments have been the Convener/Co-convener of curriculum restructuring committees of DU for the past many years.

Teachers of Physical Education and B.El.Ed department have actively contributed in the design and development of curriculum for Post Graduate Courses too offered by the Department.

Teachers have also periodically prepared question banks and given to the University for further Curriculum Enrichment. The faculty of English Department has been involved in the preparation of Quiz Banks for BA (H) English for ILLL (Institute of Lifelong Learning), University of Delhi. They have also contributed as lesson writers for' *Language, Literature and Culture'* at the ILLL, University of Delhi South Campus. Teachers from Chemistry department were also involved in preparation of question bank of different topics of organic chemistry in semester system. Many teachers from Commerce and Economics and psychology department have also participated in formulating the E-Chapters for Institute of Life Long Learning, DU. Besides this, teachers from Political Science department have contributed a chapter for the curriculum of B.A. programme offered by SOL, University of Delhi.

To add to this, teachers of our institution have also organized various workshops which helped in further development of the curriculum.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introduction changes/new programmes?

There is no formal mechanism to get feedback from the students on curriculum. Teachers informally obtain feedback on the course they teach. University sometimes sends inspection committee which takes feedback from students about curriculum and teaching. Teachers participating in DU Committee for course curriculum forward their students' feedback.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introduction of new courses/programmes?

The undergraduate courses in the college are as per University guidelines. Various Add-On Certificate Courses have been started by the college to enhance students' knowledge and skill.

CRITERION II

TEACHING – LEARNING
AND
EVALUATION

Criterion II - Teaching-Learning and Evaluation

2.1   Student enrollment and profile

2.1.1   How does the college ensure publicity and transparency in the admission process?

Gargi College being a constituent college of University of Delhi follows the university norms for admission to undergraduate courses. The college ensures publicity and transparency in the admissions by adhering to the policies such as:

- Admission schedule, eligibility criteria, number of seats and course fees for various courses are notified at the Delhi university website, college website and college prospectus.
- All admission seekers are required to fill the common pre-admission form of Delhi University.
- Admission committee is constituted of Principal as chairperson, three teacher conveners for science, commerce and humanities courses and teacher- in- charges of all departments or their representatives, sports-in-charge, student advisors and conveners of various societies This committee monitors and ensures admissions are done as per university norms by the faculty of different departments. This process ensures transparency.
- Cut-off percentages for general and reserved category candidates qualifying for admissions are declared by the college on the specific dates according to the admission schedule of the university and notified at the university and college websites, in newspapers and displayed on notice boards in the college.
- Number of seats and procedure for admission on the basis of sports, extracurricular achievements are also as per university norms and based on selection trials, interviews and merit of the candidates through respective committees.
- College student union pitches in by setting up kiosks to cater to the queries of candidates and their parents/guardians.
- Reserved vacant seats at the end of the admission are filled through additional notifications on college website and DU website. This additional drive is done as per the direction from university so that no seat is left vacant. College has an Admission Grievance Committee, which is available throughout the admission process. Names and phone numbers of the committee members are also put on the college, university websites and on notice boards.

2.1.2   Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by the state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

- Admission to various undergraduate courses is done on the basis of merit except in professional courses of B.B.E and B.EL.ED. in which the entrance test procedure is laid down by the university.
- Merit of the candidates for science courses is done only on the basis of science subjects, that is, Physics, Chemistry, Biology/Bio-Technology (PCB) and Physics, Chemistry, Mathematics/Computer Science (PCM).

- Merit of the candidates for humanities and commerce is determined by percentage of 'Best of Four' subjects including language in their senior school certificate examination by the Central Board of Secondary Education or any other Board recognized by the university.
- Procedure for calculation of the percentage of 'Best of Four' subjects for Honours/Programme courses in Humanities and Commerce is as per university guidelines.
- In the case of B.A. (Hons.) courses, additional pre-requisite of minimum cut-off in the subject of specialization and/or in language is applicable.
- Minimum eligibility criteria for admissions are as prescribed by the University of Delhi.
- Cut- off for various courses are decided by the admission committee of the College and notified at college and university web sites, newspapers and displayed on college notice boards. Applicants fill the university OMR form giving their choices of courses and colleges in the academic years 2010-11 and 2011-12 and only course choices in the academic years 2012-13 and 2013-14.
- Negative weightage is given for some vocational subjects of Class XII as per norms.
- On being eligible for admission to Gargi College as per the college criteria, the candidates fill the college admission form and University Enrolment form on prescribed days of admission as mentioned in the admission schedule and submit it along with the required documents and fees.
- Admission of OBC candidates is based on separate eligibility criteria. Cut-offs for various courses for OBC is put up by the college on college notice boards as well as displayed on college and university websites.
- Admission of SC/ST candidates is centralized and conducted by the university with allotment of college to the applicant for various courses in the academic years 2010-11, 2011-12 and 2012-13 and by the college in the academic year 2013-14.
- Admission of PWD candidates is centralized.
- Admission of overseas students, Kashmiri migrants and relatives of defense personnel injured/killed in war is done through university.
- Admission to candidates on the basis of extra-curricular activities (ECA) and sports is done on the basis of specific criteria put up on college website, university website and college notice boards.
- Admission to post graduate courses of the college is centralized in the respective departments of the university.
- Centralized admission test and counselling procedure is followed for professional courses of B.B.E and B.EL.ED. Admission process for B.B.E. is through combination of merit and common entrance examination. Equal weightage is given to merit in Class XII examination and performance in the entrance examination.
- B. EL. ED entrance process is centralized. Eligibility criteria are decided by the university in accordance with the guidelines set by the NCTE (National Council for Teacher Education). Admission committee is constituted in the Faculty of Education comprising members from Faculty and colleges offering the course. Performance in the B. El. Ed examination includes multiple choice and a descriptive language test, interview and weightage of 'best of four' subjects in the senior secondary examination for the academic year 2010-11. In the academic year 2011-12 and 2012-13,

descriptive test for language and interview were not included after reviewing the admission process.

- To disseminate information regarding admission process and prospects of the programme, Open House is conducted by the university to clarify the doubts of candidates. University website puts up FAQs and related information.
- Second, third and fourth year students work as volunteers to facilitate information to candidates and their parents/guardians.
-

2.1.3 **Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.**

Bar diagrams (Fig.no.2.1.3.1-2.1.3.17) show the 1st cut –off* in various courses and a comparison with selected D.U. affiliated colleges. Tables of related data are included in Annexure 2.
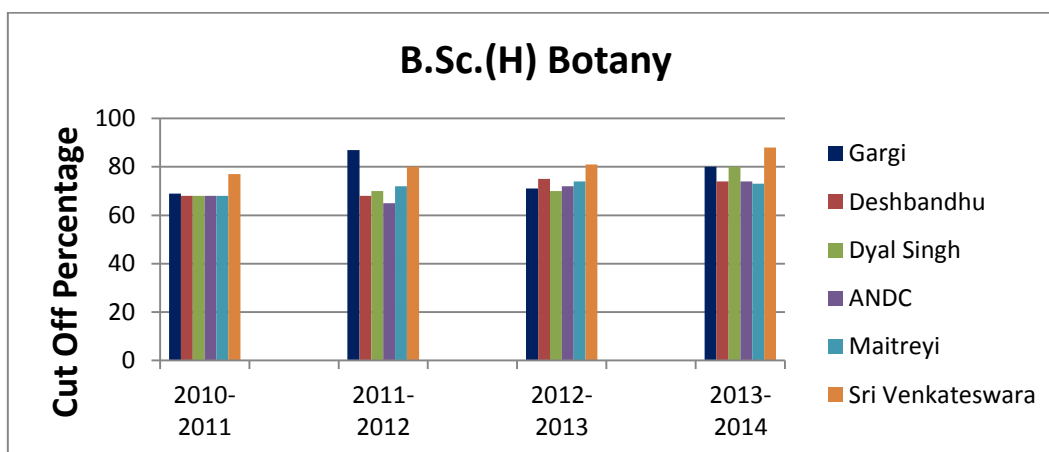
Figure- 2.1.3.1

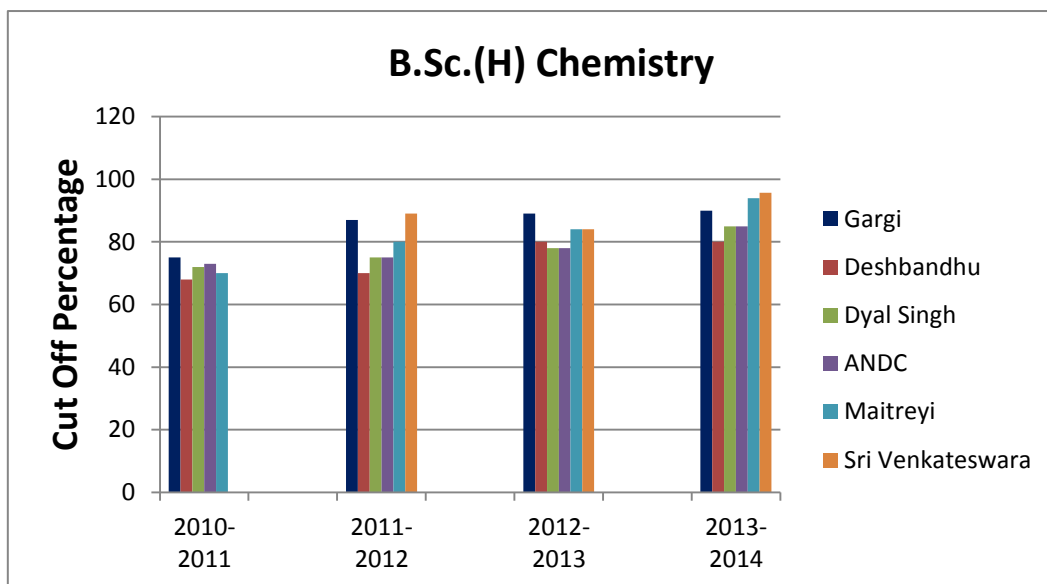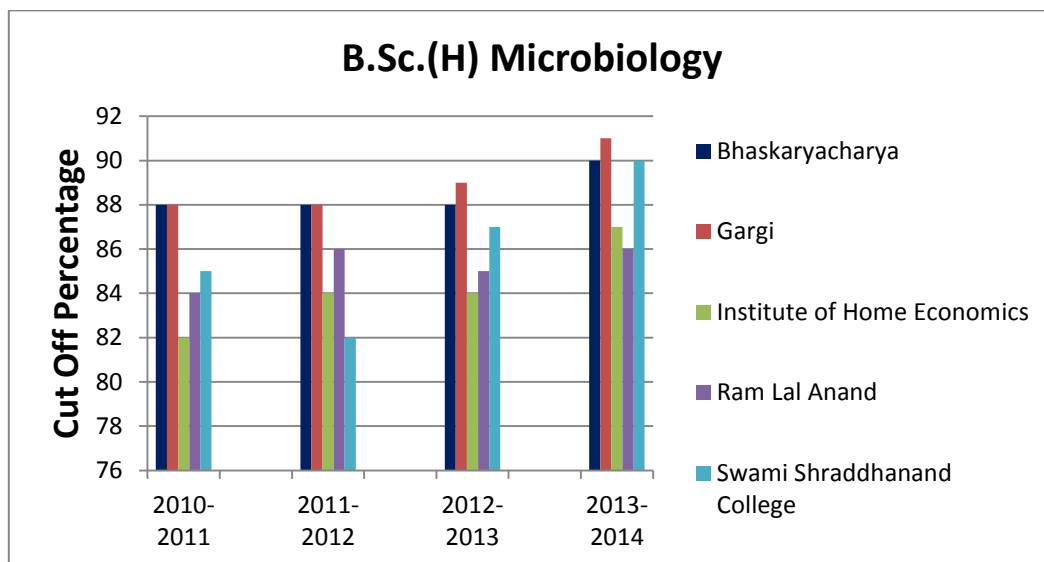*source of cut-off data is Delhi University website.
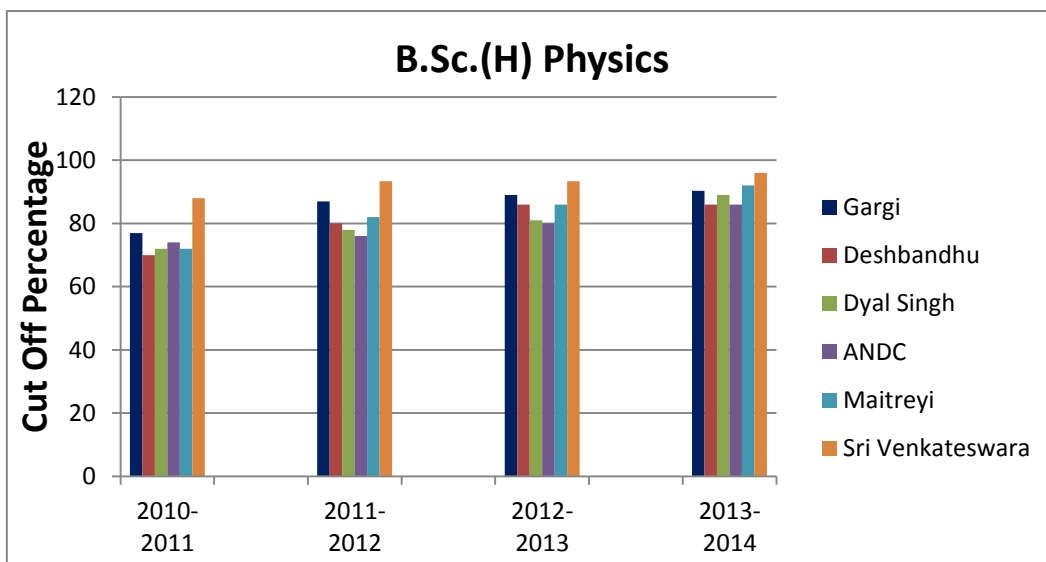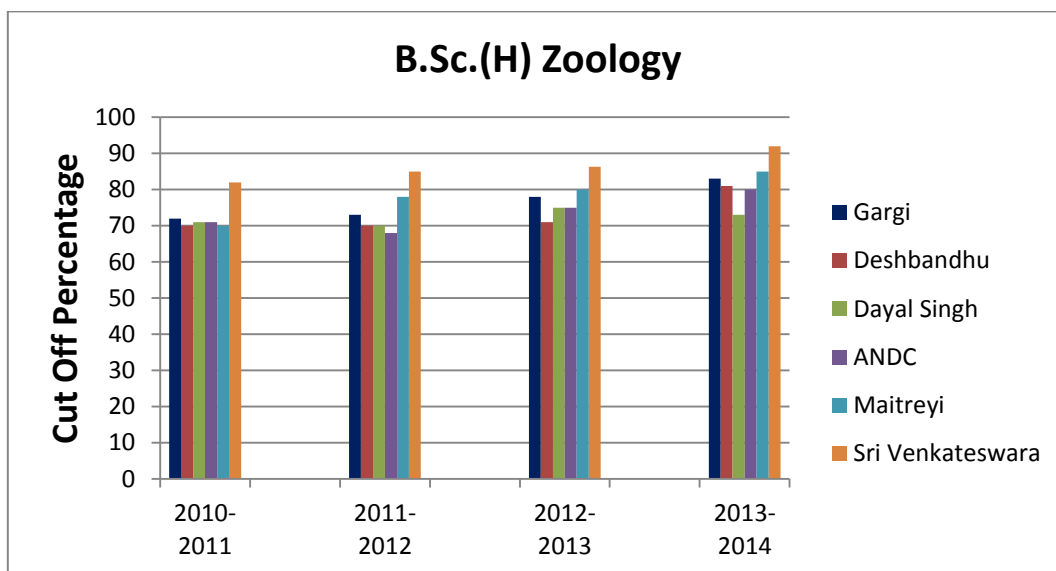
Figure- 2.1.3.2

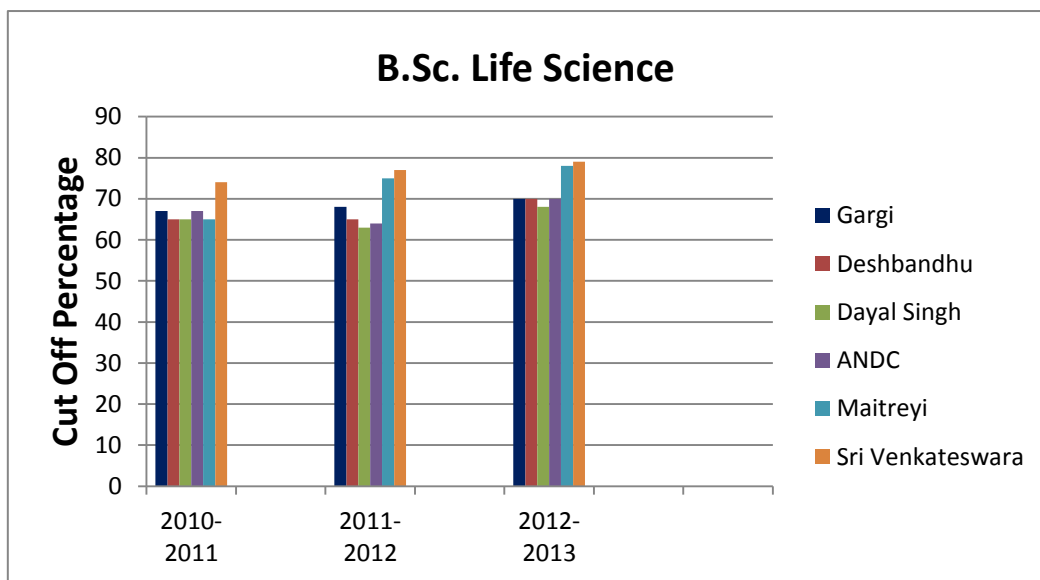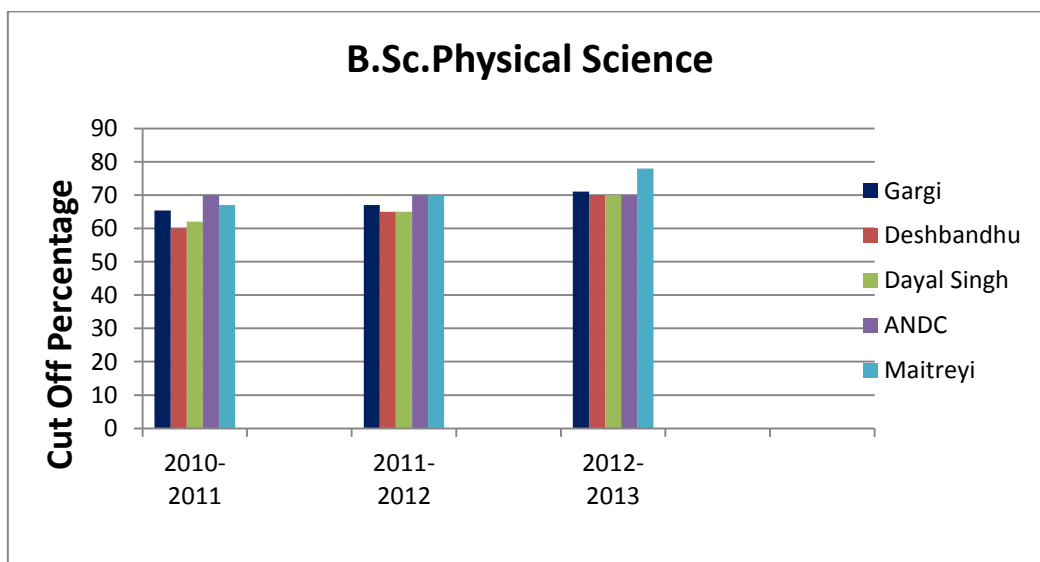Figure- 2.1.3.3

Figure- 2.1.3.4

Figure- 2.1.3.5

Figure- 2.1.3.6

Figure- 2.1.3.7
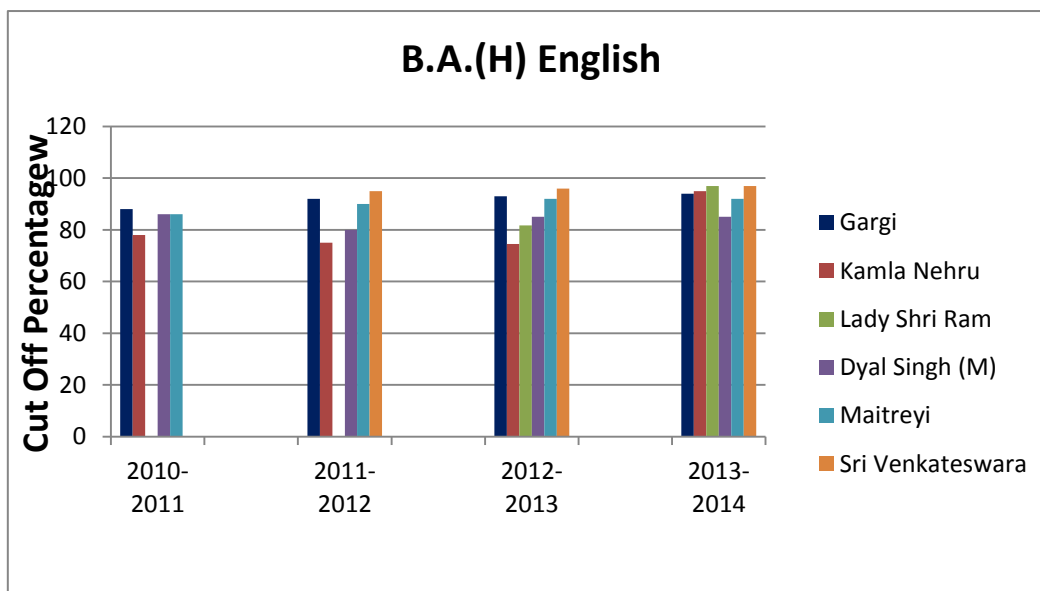
Figure- 2.1.3.8
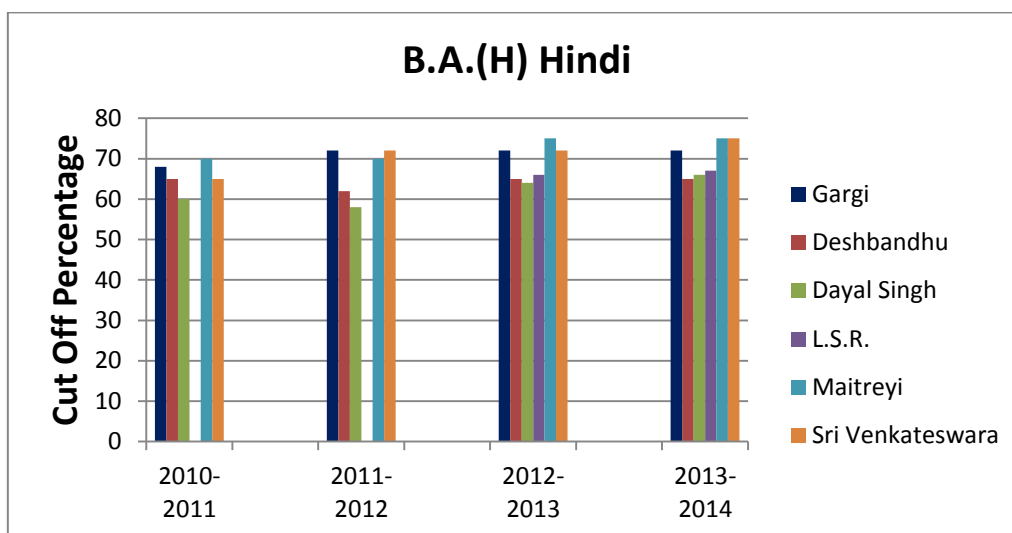
Figure- 2.1.3.9
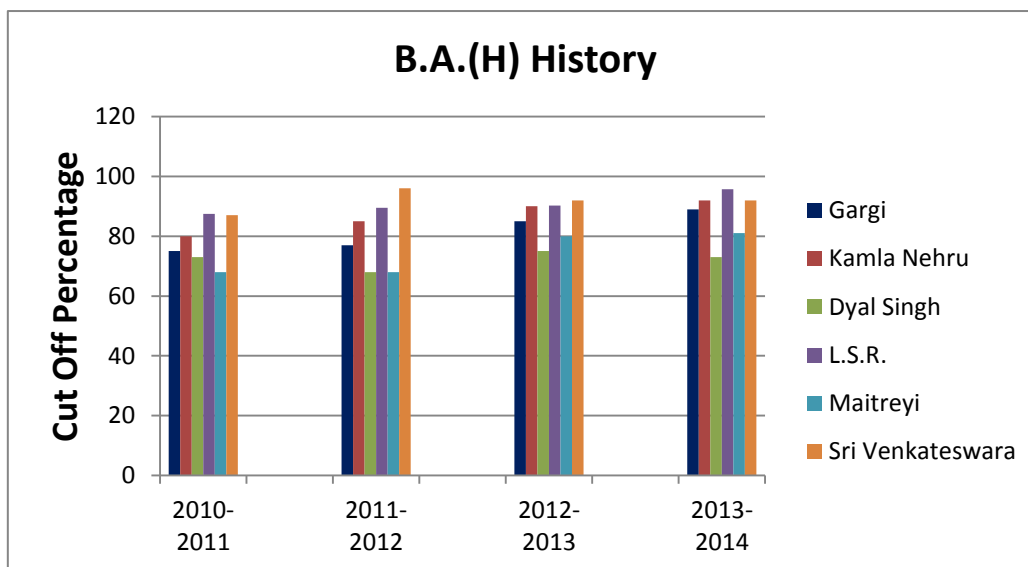
Figure- 2.1.3.10
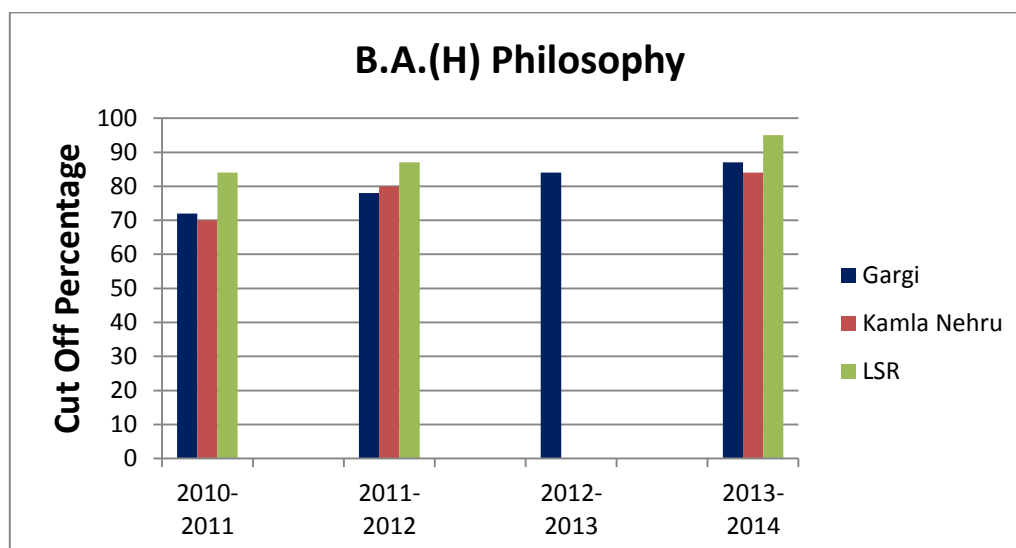
Figure- 2.1.3.11
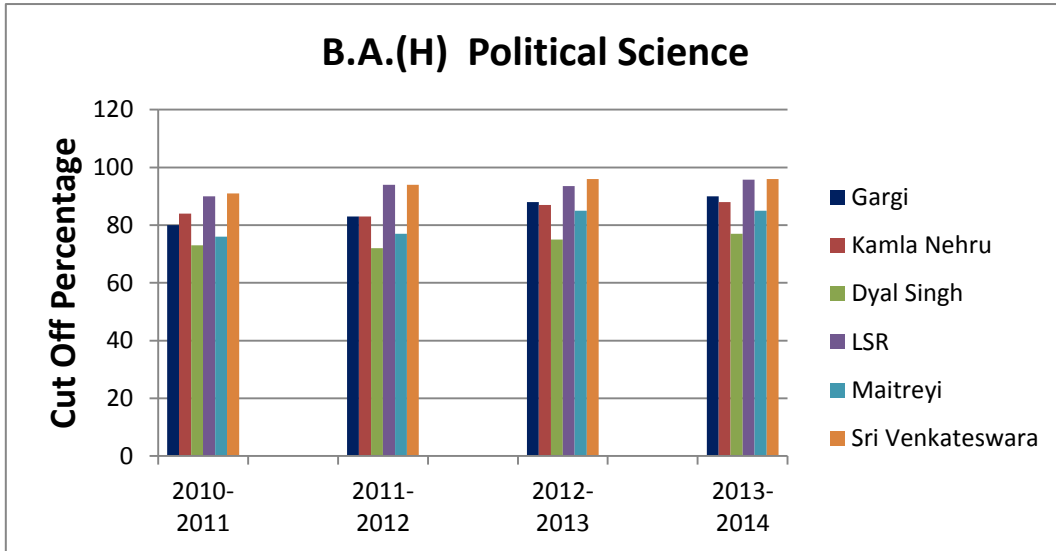
Figure- 2.1.3.12

Figure- 2.1.3.13

B.A.(H) Sanskrit

Figure-2.1.3.14

B.A.Programme

Figure-2.1.3.15

B.Com.(H)

Figure- 2.1.3.16

B.Com.
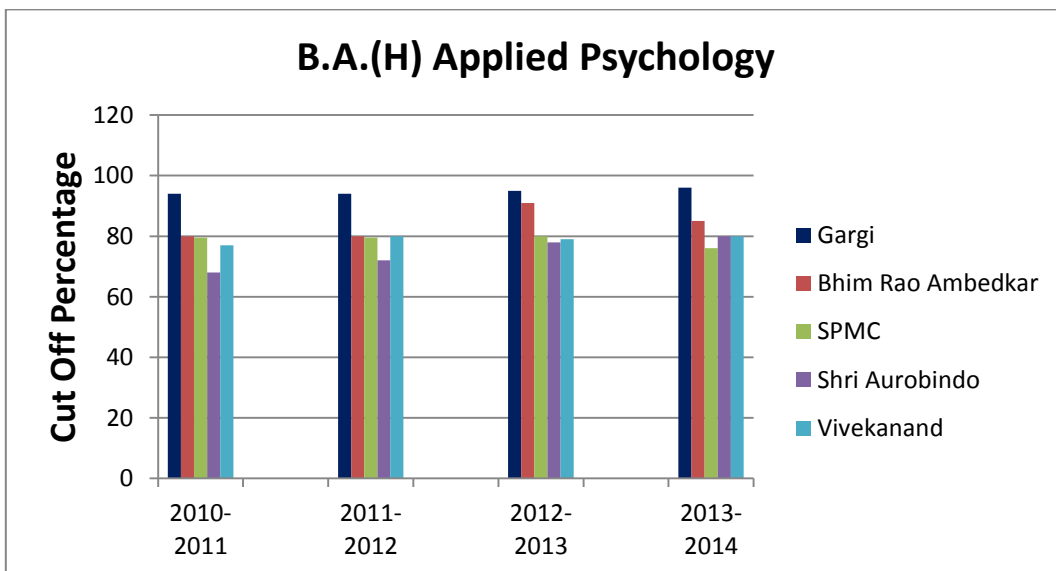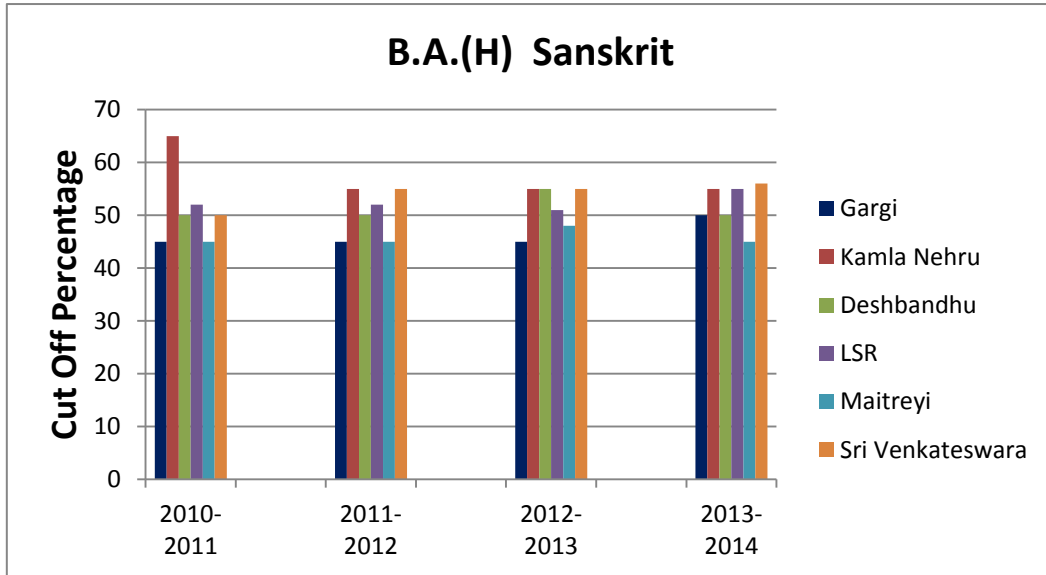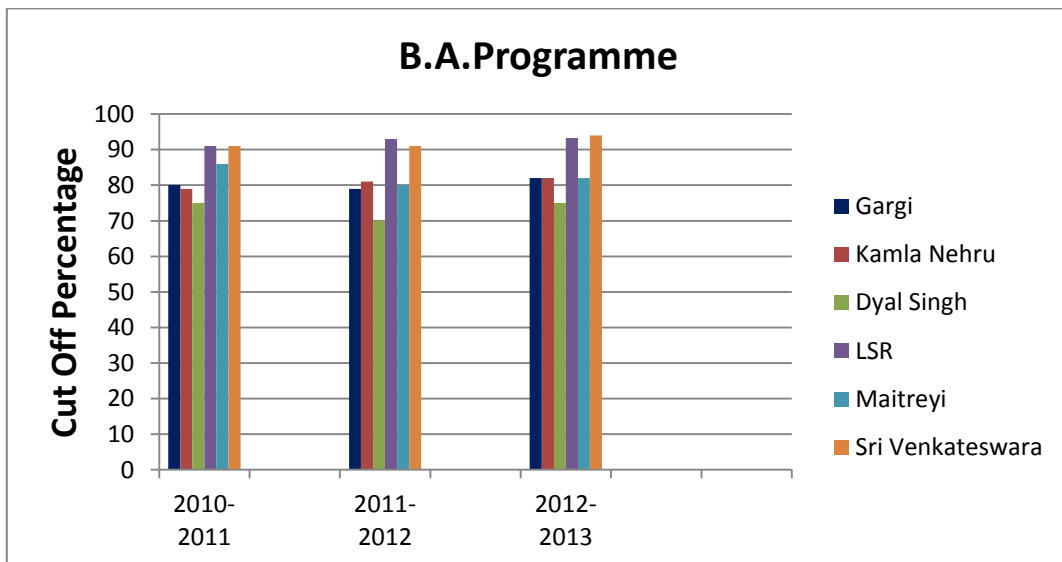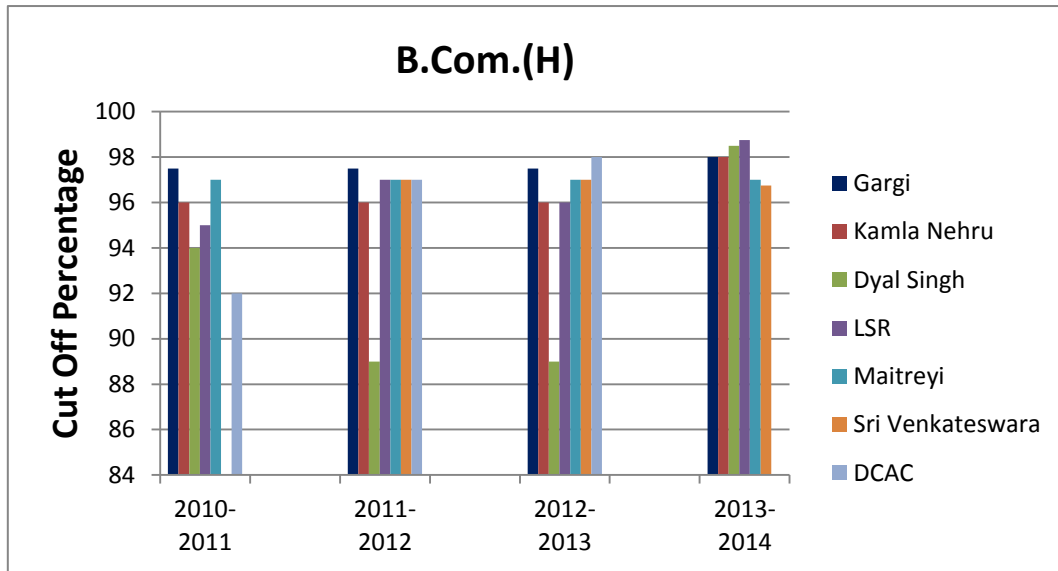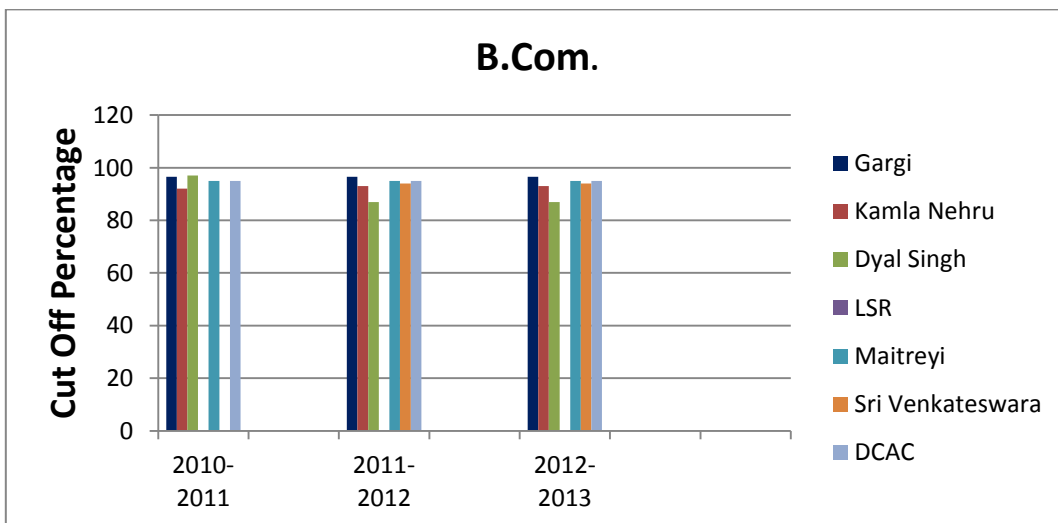
Figure-2.1.3.17

BBE: Admission for this course is done on the basis of entrance examination conducted by the Department of Business Economics. Equal weightage is given to entrance examination and class XII marks. On this basis, the department conducts counselling sessions and subsequently allots colleges.

B.EL.ED. : B.EL.ED. admission is based on centralized admission process followed by counselling for all the eight colleges which are offering this course at the University level.

2.1.4 **Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?**

- Cut off for each course is decided on the basis of 'class XII results and previous year's cut off percentage' at the college level before commencement of the admission process.
- It is done at the institution level through meeting of the heads of the departments and admission conveners with the earlier year's cut-offs and review of the previous years' process.
- Feedback of the admission teams of the previous year is a crucial input for overcoming any lapses. This process enables us to bring about the requisite change.
- All the admission conveners are chosen in the staff council. Specially constituted Admission Committee works for the smooth facilitation of admission process.
- Grievance Redressal Committee caters to the queries and issues of candidates, if any. Names and numbers of the committee members are put up on the college website as well as the notice boards. They are physically available during admission process. Committee also caters to the needs of candidates and their parents who come from outside Delhi.
- B. EL. ED admission process was reviewed in 2011 at the university level by correlating the entrance marks and the 12th standard marks of the candidates. The university arrived at a decision to continue with the entrance examination but to discontinue interview and descriptive language test.

2.1.5 **Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate / reflect the National commitment to diversity and inclusion**

- SC/ST
- OBC
- Women
- Differently abled
- Economically weaker sections
- Minority community
- Any other
- As per university directive, college admits SC/ST, OBC and differently-abled following the norms given by Delhi University which reflects the vision and

commitment of a central university. Admission is based on merit. However, cut-off percentage may be different. University conducted centralized admission for SC/ST during the academic years 2010-11, 2011-12 and 2012-13. This policy was revised later and admission for the same was conducted by college in 2013-14.

- College ensures that all reserved seats are filled. To include maximum number of students, cut off percentage is lowered further and deadlines are extended. It is ensured that no seat is left vacant by additional drive to fill left over seats, as per university schedule.

- The students profile pie chart (Fig. no.-2.1.5.1) indicates that 2011 onwards the student diversity has increased and the assigned seats in different categories have been satisfactorily filled.   **PIE CHART**

2010-2011

■ UR ■ OBC ■ SC ■ ST ■ PH ■ ECA/SP

2011-2012

■ UR ■ OBC ■ SC ■ ST ■ PH ■ ECA/SP

2012-2013

■ UR ■ OBC ■ SC ■ ST ■ PH ■ ECA/Sp

2013-2014

■ UR ■ OBC ■ SC ■ ST ■ PH ■ ECA/Sp
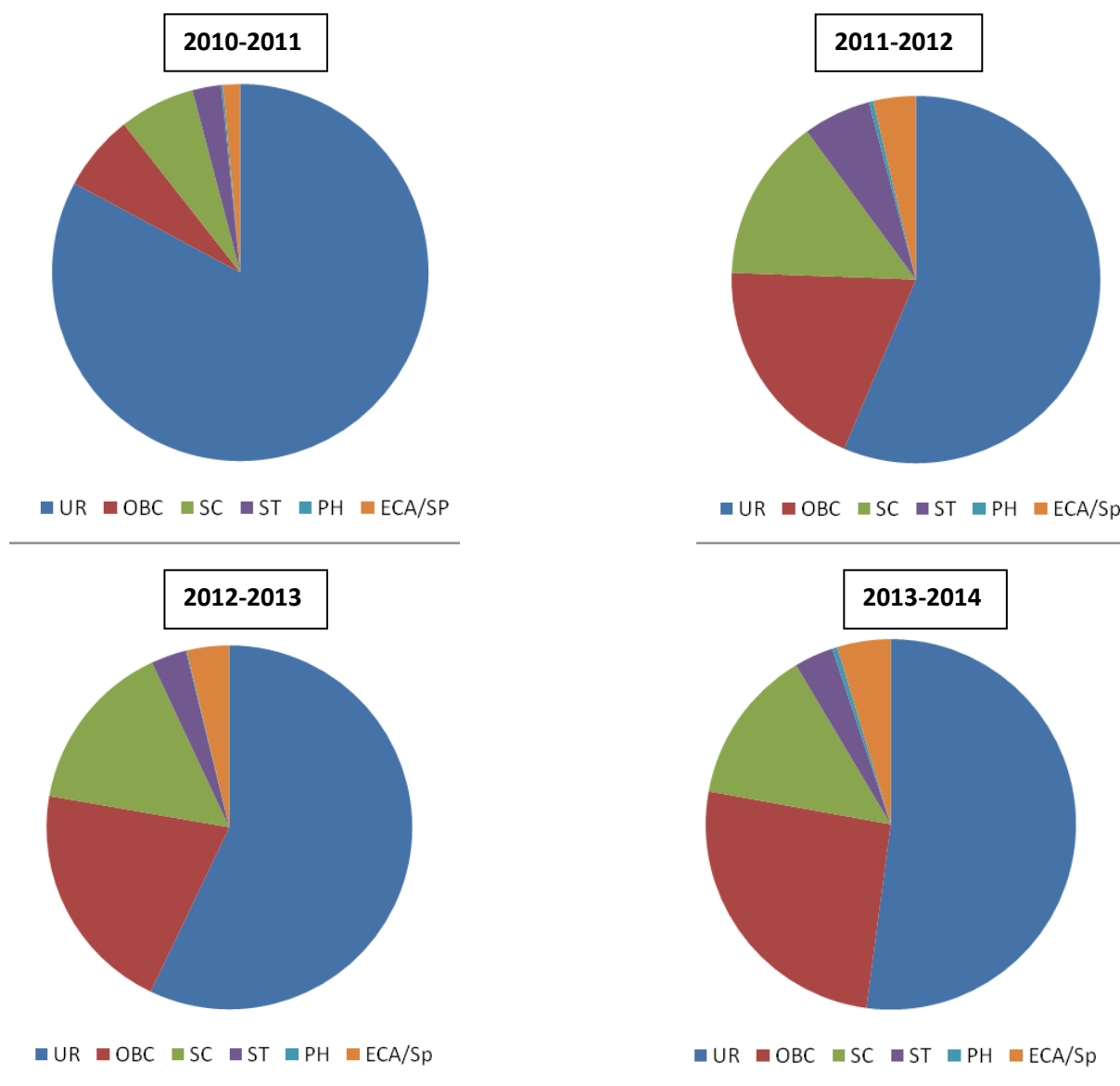
Figure – 2.1.5.1

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends i.e., reasons for increase/decrease & actions initiated for improvement.

The data* shows the demand ratio of different courses in only two years.

Table 2.1.6.1

Courses	No. of students admitted	No. of students admitted	No. of Appl.	No. of students admitted	Demand ratio	No. of Appl.	No. of students admitted	Demand ratio
	2010-2011	2011-2012	2012-2013			2013-2014		
B.Sc.(H) Botany	54	54	5586	77	73:1	11855	84	141:1
B.Sc.(H) Chemistry	84	31	11965	45	266:1	23579	80	295:1
B.Sc.(H) Microbiology	34	32	5942	28	212:1	6565	32	205:1
B.Sc.(H) Physics	81	38	10228	43	238:1	16524	78	212:1
B.Sc.(H)Zoology	53	80	6581	65	101:1	18098	84	215:1
BSc. Life Science	69	67	6386	87	73:1	No admission under FYUP		
BSc. Physical Science	60	75	6011	65	92:1	No admission under FYUP		
B.A.(H) English	54	52	18953	45	421:1	**56526**	94	**601:1**
B.A.(H) Hindi	84	53	8040	58	139:1	23902	52	460:1
B.A.(H) History	34	73	8040	32	251:1	20783	73	285:1
B.A.(H)Philosophy	81	28	4989	20	249:1	18089	22	822:1
B.A.(H) Political science	53	127	10787	77	140:1	22013	151	146:1
B.A.(H) Applied Psychology	69	33	5208	39	134:1	10606	50	212:1
B.A.(H) Sanskrit	60	27	1520	22	69:1	8833	23	384:1
B.A.Programme	54	175	14923	145	103:1	No admission under FYUP		
B.El.Ed.	84	39	9472	39	243:1	8254	39	212:1
B.Com(H)	98	104	17637	107	165:1	-	240	-
B.Com	155	178	20387	164	124:1	No admissions under FYUP		
B.B.E.	42	42	-	-	-	-	-	-
M.A. English	15	9	NA	15	NA	NA	19	NA
M.A. Pol.Science	8	14	NA	13	NA	NA	14	NA
M.Sc. Chemistry	5	1	NA	3	NA	NA	6	NA

*The data regarding number of applications for the academic years 2010-11 and 2011-12 is not available and hence demand ratio of the above two years is not being calculated.

Comment on the trend:-

- A student applying on an OMR form fills in as many choices as she wishes. The demand ratio based on the number of applications to the number of available seats is not a clear indicator of the popularity of a course or a college. Hence, it is not a fool proof scale to comment on the trend.
- A decline in the preference for science courses during the years 2005-2010 had been observed. The science faculty of our college made an endeavour to interact with the senior school students to make them aware of the scope of pursuing science in higher education. This has resulted in a greater demand for the science courses in subsequent years.
- Tables (2.1.6.2-2.1.6.5) related to the admission under different categories are included in Annexure-2

2.2 Catering to student diversity

2.2.1 How does the institution cater to the needs of differently abled students and ensure adherence to government policies in this regard?

- College constructed ramps at different places in the college to ensure comfortable movement for the differently abled students as per government policy. Dedicated physically-handicapped-friendly toilet facilities are available in the college.
- In case of (any special) need for any differently abled student, classes are shifted to the ground floor accordingly. The same is done during examination process. For example, additional time is given as per the rule.
- Library is equipped with audio CDs and braille books for visually challenged students. NSS team started reading facility for visually challenged.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

- Yes. College, in alignment with the vision of providing holistic education to students, takes initiative to assess student knowledge and skills before commencement of the programme by a combination of formal and informal processes. From the difference in cut-off of different groups of students, teachers are aware that a classroom is not a homogeneous group, in terms of their knowledge and skills. Therefore college is well aware of the knowledge gap amongst students. College and departments conduct orientation programme and workshops for first year students keeping in mind the goal of holistic development of students.
- Especially in the case of students from reserved categories and students from Hindi medium, special attention is given to gauge their needs to provide equal opportunities.
- From time to time, college provides students with study materials, which is a continuous endeavour embedded in the teaching learning process. This helps in maintaining an even pace of learning. Faculty starts preparing this before the commencement of the programme. Required infrastructure for labs and classrooms is arranged according to needs. Software is also procured anticipating their needs.

- Under the erstwhile FYUP (Four Year Under-Graduate Programme), second year students were allowed to choose the subjects of their choice. Teachers counsel and guide students based on the future aspirations.
- The labs are well equipped according to the needs of the students before the commencement of the programme. College keeps on updating the journals, books, e-resources in the library according to the needs and skills required.
- Skill development is a major aspect of the holistic education college imparts to students. In line with this vision, computer literacy, increasing competency levels in spoken and written English are emphasized. Assignments and presentation of their work in an interactive manner by incorporating pictures, images, slides, audio and video materials in presentations is encouraged.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge / Remedial / Add-on / Enrichment courses, etc.) to enable them to cope with the programme of their choice?

- To address the specific needs of the students coming from different sections of society, states and countries, teachers take tutorials, interact during contact periods and provide them with additional support material. As the cut off percentage varies across various categories, so to bridge the knowledge gap departments conduct remedial classes.
- Remedial classes: Department of English does pre-admission interactive counselling and career guidance to the students who aspire to join the course. They conduct remedial classes on English competency for English course students and students from other courses as well. In addition to remedial classes, enrichment of their language competency is encouraged. Principal and teachers encourage students to attend these sessions/courses. Sometimes fee concession or complete waiving-off of fee is provided for students who cannot afford it.
- Add-on course : Add – on courses aim to familiarize students with the diverse career options open to them after graduation, impart professional skills and help them to learn from the experience and expertise of professional resource persons. Students expand their horizons both in terms of knowledge and training. A few examples of such course are: Advertising and Marketing Communication, Banking and Financial Services, Mass communication and certificate course in German.
- Teaching beyond classroom: College believes in holistic education. Therefore encourages knowledge and skill development of specific students through tutorials. (Refer 2.3.3)

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment, etc.?

- College has societies like WDC (Women's Development Cell), ICC (Internal Complaints Committee), ECO – club (Environment Conservation), EOC (Equal Opportunity Cell), NSS (National Social Service), foreign students' cell which try to sensitize the staff and students by holding seminars, workshops and other events (criterion 5).
- Performing societies like western dance, choreography and street-play take up themes on gender, issues related to inclusion, environment regularly and these performances

are widely attended and appreciated. A very active Street-Play society takes up socially relevant issues related to gender and inclusion in their story formats. Student teams thoroughly brainstorm on these themes and evolve a perspective of their own. Mentoring is done by the faculty of the respective society and external experts as well.

- Students from various streams under the mentorship of the teachers from various disciplines did 6 innovative projects funded by the Delhi University (2012-13 and 2013-14) which worked on issues related to inclusion, environment and gender.
  These are:
  1. Solid waste management at Gargi and neighbouring areas.
  2. A green chemistry approach to combat stress in an undergraduate chemistry laboratory.
  3. Significance of awareness of health risks of pollution in an undergraduate chemistry laboratory for pollution control and prevention.
  4. Enabling technologies for pine needles from a disastrous waste to multitude of applications
  5. To deepen understanding of practices in 'ecological living': a multidisciplinary approach
  6. A play, 'Daastan-e-Nisvaan (Stories of Women) by students of Gargi College as part of the Innovative Project granted by the University of Delhi (2012-2013).

- Students and staff participate in the initiatives of the university in educating the general public in the form of exhibitions, interaction, performances and displays on socially sensitive themes. For example, Antardhwani – an inter-college seminar/festival held at the university, is one such effort. All students and staff participate in the event conducted for a period of two or three days.

- Path finder project was instituted by the college five years ago to encourage research and innovation among the students. It is required that the students identify problems or issues in their physical, socio-political and economic environment, analyze them and find solutions. A few examples of the projects undertaken by the students: 'creating awareness about mental health issues using social media', 'alternate sexuality education module for the youth: based on a case study of Gargi college students', 'vision for an inclusive society: a micro socio-economic survey of educational aspirations of urban poor'.

2.2.5 How does the institution identify and respond to special educational or learning needs of advanced learners?

- Identification is done in the class rooms, workshops and seminars.
- College helps students to do summer projects and internships which provide challenging opportunities in corporate, non-government organizations and scientific institutions.
- College also encourages students to enhance their nascent leadership qualities through working in various performing (sports, debating society, quiz, and street-play) and non-performing societies (placement cell and NSS).
- Small research projects including Pathfinder projects are also a good example of catering to the needs of those students who are looking for challenging assignments. These projects do not overlap with curriculum. Information about these projects,

guidelines and deadlines are given by teachers to their students, displayed on college website and notice boards. Students are encouraged to take them up in pairs or groups and encouraged to brainstorm with teacher-mentors.

- Innovative research projects and the Star projects provide a good example for addressing the needs of advanced learners. Both programmes received immense response from students. This also shows that students are aware of the prospects of getting involved in such projects.
- Extra-curricular activities such as quiz, debating, creative writing provide challenging and stimulating experiences for students & enhance their skills through exposure in intra/inter-college competitions. Support of professionals in the relevant fields too is provided by the institution. Refer Criterion V.
- UKIERI provides opportunities for student exchange programmes from other countries. Refer Criterion III
- Institution motivates students by acknowledging and applauding their efforts through various awards and prizes at the college and department level.

2.2.6 How institution collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at the risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections, etc. who may discontinue their studies if some sort of support is not provided?

- Students at risk of drop out are identified by teachers who take regular class tests and projects to ensure regular study / work habits. Along with these steps, maintenance and monitoring their attendance helps to keep track of their academic progress.
- At the departmental level teachers identify and counsel the students and at times, parents also. Economic support to those in need of it is provided to the students at the college level. Departments forward such cases for financial support from the college committee which scrutinizes their applications. Teachers pursue it with the Principal of the college and guide them to complete the procedures involved.
- College has a mechanism in place for identifying these students in need of economic support and it is displayed on notice boards and college website. Criteria for eligibility are spelled out and at individual teacher level too it is ensured no student drops out due to inadequate funds.
- Tuition fee is waived for physically challenged students.
- Many students from science stream who appeared for pre-medical and pre-engineering before joining basic science courses go through a period of low academic performance. Some of these students continue to prepare for pre-medical or pre-engineering, which negatively impacts their academic performance in college. Teachers counsel them and their parents to focus on the current program of study.
- Sometimes students take time to develop interest in their subject due to change of streams after secondary school level. Such students are also encouraged to find prospects in their current subject through individual counselling and providing additional simple interesting material.

2.3 **Teaching – Learning Process**

2.3.1 **How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)**

- College follows academic calendar notified by the University of Delhi. College has committees for preparing workload and timetable and doing internal assessment work in formulating these committees. Staff council and staff association play a significant role.
- Each department calculates the workload of their department for the following semester in advance.
- Workload committee scrutinizes the workload on the basis of university norms.
- Timetable committee prepares master time table by coordinating with the representatives of each department. Individual timetables are prepared and put up on the notice board as well as the college website well in advance so that classes can start on the first day when college reopens.
- Teachers prepare the outline of the topics covered in theory classes. In case of need extra classes are organized to cover the part. After completing each topic some time is spent on discussion of questions and problems and previous years' papers. Teachers also correlate real world cases to make the topic understandable as well as interesting.
- Practical classes are conducted in science courses to correlate the theory. Teachers involved in various practical classes conducting the same practical meet at regular intervals, discuss and evolve strategies too for supporting the weak students.
- Best practices are followed so as to minimize cost and pollution and maximize learning. Hand-outs are given before the practical classes are conducted, so that students come prepared to the lab. The pre-learning and post-learning questions are also discussed for each practical. Students are also made aware of virtual labs so as to make difficult experiments easy.
- Safety is of utmost importance. Students follow safety precautions in each lab. For example, wearing lab coat is compulsory, tying up hair, closed shoes, wearing of safety goggles, cotton clothes and precautions to be taken regarding various chemicals and other reagents used in various labs.
- Academic committee decides deadlines for conduct of project presentations, class tests, assignments and also decides the schedule of submission of marks. This is shared with students.
- Calendar of various activities is given in prospectus.

2.3.2 **How does IQAC contribute to improve the teaching-learning process?**

- College does not have an Institutional Quality Assessment Cell (IQAC) but workload committee, academic committee, planning and monitoring committee ensure smooth functioning related to teaching learning process. In addition to monitoring various activities for academic development, they also address problems faced by students. Planning and monitoring committee identifies the needs of individual societies and plugs the gaps through student capacity building.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

To make Gargi College an excellent center to promote good quality of teaching, teaching is not confined to classrooms alone. It encompasses teaching in the classrooms more innovative, more student-centric, through research opportunities providing quality infrastructure like e-resources and overall personality development.

- **Holistic development**: Gargi College is named after an eminent woman scholar featuring in the Upanishads. One of the biggest tributes which we can pay to this scholar is to encourage critical thinking and questioning spirit among the young students. Keeping the legacy of Gargi alive, college encourages holistic education which includes independent thinking. Students are encouraged to pick up self-study methods and methods to access relevant reading material.

- **Innovation beyond Curriculum** : 1. In line or in consonance with the spirit of Gargi, College has been encouraging undergraduate research since many years in the form of projects and also instituted a "Pathfinder Award", which rewards an innovative project idea having social relevance and of consequence to young people. Under this scheme students work for one year and present their work to an expert committee. One of the projects based on this format which achieved award in the science section is published in e-journal of innovation and research.
  2. University also encourages undergraduate research of interdisciplinary nature and gives requisite funding to various departments in response to the project proposals submitted. Six such projects have been sanctioned so far to the college. Collaborative research is of interdisciplinary nature and most of the DU innovative projects are a result of collaborative effort between departments and teachers from various disciplines bringing different perspectives to the problem identified in the project proposal. This is a good example for students to look beyond their own discipline for solutions. Interactive learning exposes students to work on various projects and present in the form of poster presentation, paper presentation and performance like in Daastan-e-Nisvaan: Stories of Women in the college and at the university.
  3. College also received funding based on the projects submitted. Students also do project under star college scheme, Bioinformatics practice and teaching beyond classrooms. Some of these projects also led to presentations and publication of articles. Ministry of Science and Technology of the Government of India has conferred the title Star College and bestowed a grant to set up a bioinformatics laboratory.

- Educational trips are very important for the overall development of a students as they visit various industries, places of importance, exhibitions and for this kind of learning in the process, Gyanodaya Express project is one of the best examples. This is a university effort which brings together students from various colleges. During this week-long journey, students identify certain ideas for the project on the flora, fauna, culture and social scape of the region they are visiting. Teachers accompany them to mentor and familiarize them with the region based on their language and research.

- Each student of first year has been provided with a laptop to facilitate learning through ICT and to prepare innovative projects. All students are provided computer lab facilities

- **Quality Infrastructure**: 1. E-resources are available through Delhi university library system for independent learning. Laptops are given to teachers taking classes in audio visually equipped classrooms where internet facility is provided through Wi-Fi network provided by University of Delhi. Laptops of faculty members are registered for availing Wi-Fi faculty. Teachers use them in classes. Most of the teachers are registered through library to Inflibnet facility where one can access international journals and e-resources. E-resources provided by NLIST-UGC Infonet that includes around 97,000 e-books and 600 e-sources. DU connectivity includes reference, bibliography, statistical and full text sources, database services and document category. They are accessible through Wi-Fi accessed in library and computer lab. Teachers too pass on the information to students.

  2. College has well equipped labs. By following good practices in the labs, students are taught the importance of waste management, pollution control and minimization of energy and cost. Gargi College is hub of green chemistry. Experiments are conducted using principles of green chemistry for environmental safety.

2.3.4 How does the Institution nurture critical thinking, creativity and scientific temper among the students to transform them into lifelong learners and innovators?

Classroom processes, assignments and projects emphasize individual thinking and discourage received knowledge. Emphasis is on nurturing questioning, searching for answers, acquiring information from various sources and to look at them critically.

- Some of the lectures and courses are eye-openers for students. These widen their awareness and are very significant for overall development and also help in identifying or choosing their career path in future.
- Every department in the college has a departmental society or association. Lectures, quizzes, workshops and seminars are held through these societies or associations. Annual events showcase imagination, creativity and critical thinking.
- Societies like creative writing, dramatics society, western music, Indian music, photography, Hindi and English debating societies encourage students to move out of their department and learn and work with others who have similar interests. All these societies wherever needed hire professionals to guide them. These societies perform or participate in events conducted within college as well as outside which include Delhi and colleges outside Delhi.
- Most departments have their own news-letters and magazines for original expression. Some examples of magazines: college magazine 'Logo', alumni magazine Manaswini, Anthesis, Ablaze, Flight & Savera. Students write on a chosen theme or area which is of scientific importance. Interdisciplinary and inter-college events are conducted. For example, Chemaroma and Scintillation.
- Many documentaries and films on gender and other contemporary issues are screened by WDC and Glass-eye, followed by interactive sessions. For example, a documentary 'Blood on my Hands' followed by discussion on taboos around menstruation and the difficulty in accessing hygiene for women in our public places. Students actively participate in these sessions.

- Students are encouraged to join summer workshop under star college schemes, innovative projects and other project activities. Teachers mentor these students.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg. Virtual laboratories, e-learning resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

- College has well equipped labs. Due to funding received as a consequence of Star college status, and CPE grant, college has a large number of instruments, room projectors, free Wi-Fi, bio-informatics lab and labs are well equipped with projector in the room.
- Due to infrastructural facilities like seminar hall and auditorium, various departments are in a position to organize lectures, seminars and workshops simultaneously. College administration plays a very constructive role in streamlining the requests from departments and societies by maintaining a calendar for the booking of the events and providing the support needed.
- College calendar shows the date, time and venue for various lectures, talks, documentary screenings, interactive sessions and workshops. Student conveners/office bearers of various associations and societies book their slots much in advance for smooth conduct of the programme. Students are nurtured to take responsibility and accordingly organize association or society events.
- College bought software for virtual lab as a result of the funding received from different agencies. Students can use these programmes to carry out experiments which cannot be done physically otherwise.
- Laptops are given to teachers to take classes in audio-visually equipped classrooms where internet facility is provided through Wi-Fi network of DU. E-resources are available through DU library system for research and independent learning. Most of the teachers are registered through library to Inflibnet facility where one can search various journals and e-resources. Students are also encouraged to use same.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops, etc.)?

- Students work on various projects and encouraged to present their work in the form of posters and paper-presentations to various national and international conferences. Undergraduate students are also publishing their work in the journals.
- Students get opportunity to interact with teachers and researchers from national and international community and exposed to similar research in other countries.
  Every year many academics are invited by different departments to interact with students.
- Teachers have the facility to go on post-doctoral, sabbatical and extraordinary leave. These applications are scrutinized by study leave committee. Teachers also take up post-doctoral fellowship from universities or institutions in other countries. For example, Erasmus, Fulbright and Ramanujan Fellow teacher. College encourages teachers to take up individual and institutional research by providing all kinds of support to them in terms of administrative, infrastructural and other logistics.

Principals actively identify and encourage teachers to apply for awards and also encourage them towards applying for specific scholarships. These researches are shared amongst the teaching community as well in the form of study groups which are enthusiastically attended and supported by the Principal. This provides for a thriving academic culture within the college which is supported by evidence of increasing number of teachers applying for awards and scholarships and pursuing independent researches.

- We also have research labs which were built as a result of CPE grant for infrastructure. Botany and Physics labs are recognized to carry out research and guiding of students for Ph.D.

2.3.7 Details (process and the number of students / benefitted) on the academic, personal and psycho-social support and guidance services (professional counselling / mentoring/academic advise) provided to students?

Pressures faced by students are of varied nature: academic pressure, peer pressure, interpersonal matters, family related, etc. Identifying and addressing them is a challenge college takes up on regular basis.

Academic counselling: College timetable made provision for contact hour in the timetable every day for interaction with students, discussing their academic problems. Some display the need to know more about the subject and special references, if any. Graded readings and readings in Hindi, making sense of readings given in class is done during this hour.

Personal Counselling: Students bring their personal problems like issues related to relocation of their parents to another town. Students who reside as paying guests are guided and counselled, in confidence, wherever needed. A few cases are given below.

- Mentoring is required in some cases in personal as well as academic matters. Teachers have helped by counselling parents also some time, wherever the situation demanded. Due to the vast number of students – OBC, SC, ST, differently abled and general category - taking admission at DU both from Delhi and outside Delhi, varied situations emerge for them and are forced to look for solutions from various quarters or by themselves. For instance, some of them reside as PGs (paying guest) due to shortage of hostel facilities. They have to cope with the pressure of living on their own for the first time and that too, in some cases, metro environment as well as the cultural differences put unforeseen pressure on them. They need support and time for adjustment. Sometimes to catch up with the curriculum-practical classes and in theory classes-extra help is needed. Teachers are always there to mentor such students and extra care is taken during practical sessions by the science teachers. WDC and foreign student cell play a very constructive role in some of the above mentioned situations.

- Specifically in the first and final year under graduation science courses, students go through a phase of lack of self-esteem and simultaneous parental pressure due to their perceived lack of ability/failure to enter medical and engineering streams which has been their dream. Teachers are experienced and well equipped to identify such instances and try to counsel and motivate them and parents, at times. This results in rejuvenation of interest in channelizing their energies in pursuing careers in science rather than looking at a very limited perspective of engineering and medical as the only avenues for pursuing their original interest in science. They also understand the attributes of a scientist through interactions with guest or visiting faculty and

scientists and aspire to be in similar positions. Eminent scientists are also invited to address students. Such inspirational figures motivate students to pursue research in future.

- One of the B.El.Ed. students who decided to drop from the course was counselled along with her parents to continue the following year, due to the flexible stipulation in the norms that the four year course may be completed within a period of six years. She is now heading the student team of department association for a second year in a row. In another case, one of the students' parents faced terminal illness and had to be supported through out by the department for two years and she is in a much peaceful frame of mind and gained confidence in spite of the sad demise of the parent subsequently. Department is in continuous conversation with the remaining family and the student is well adjusted amongst peer group as well. One of the students who failed in first year due to initial problems faced with regard to coping with curriculum, having done her schooling from Hindi medium school topped the class in her 3rd and 4th year. Yet another student who faced psychological problem was supported throughout by the department. She completed her further studies successfully and is working as a lecturer in one of the colleges in Delhi.

  Psycho-social support: In case of psycho-social support WDC as a society is very active and from time to time organizes workshops on awareness of legal aspects related to women, coping strategies and instills confidence in students. In a similar effort student members of WDC conducted safety walks in the vicinity of the college under the guidance of their teachers and presented a safety audit report to the college. WDC also conducts gender sensitization activities. A series of approximately 30 such interactive sessions/workshops within a span of one month were conducted by teacher-members of WDC to orient the entire student body on Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act of 2013. Workshops are also conducted with the help of NGOs, NSS and self-defense classes by police department. Specific issues faced by certain sections like students from north-east are continuously addressed.

  Guidance Services: Placement cell organizes from time to time counselling through interactive sessions by experts in various fields. Those who are interested in joining corporate sector are provided with guidance for group discussions, personal interviews, designing their CVs, work culture in various settings like NGOs, schools and corporate offices. Student office bearers with the team of teachers guiding them, evolve a calendar and communicate with their peers through notices on display boards, Facebook, Whatsapp, network of CRs (class representatives) and personal mails. Online registration is the most active medium favoured by students.

2.3.8 Provide details of innovative teaching approaches / methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

- Teachers try to invigorate their classes with daily life examples of the content, correlate theory with field experiences, use 'green' lab methods, historical tours, visits to institutes and industry settings.

- Teachers are encouraged to use audio-visual methods and on-line resources in classes by providing laptops and through installation of Wi-Fi facility in the campus. Teachers are in regular contact with students for support through mails. For example, students in some classes are connected with the teacher through a group mail id which enables teacher to share OER (Open Educational Resources) material. Teachers go online during the classroom interaction to complement the content of the lectures. Teachers at individual level constantly challenge themselves and innovate in their own classes. For example, using data-based assignments such as encouraging students to visit weekly haat /weekly bazaars in their locality to enrich classroom discussions. Evaluative and non-evaluative assignments are used to wean students away from marks-oriented education or evaluation-based education.

2.3.9 How are library resources used to augment the teaching-learning process?

- Gargi has well equipped library with study/reading rooms for teachers and students. Orientation sessions are conducted for the first year students class-wise and stream-wise to access books independently. They are encouraged to access the computers in the library and notices are sent to teachers and departments to update them on new resources. Student reading room is equipped with AC to facilitate reading. Teachers give assignments to students keeping in mind the resources available in the library. Some classes are dedicated for library work and teachers accompany students to acquaint them with journals, reports, and books. It is also connected to DU Library System. (Criterion IV).

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

- College ensures that course is completed within the stipulated time. Teachers pace their teaching based on the timeframe given in the DU academic calendar by anticipating the breaks in calendar due to festivals, society events, association events, sports day and annual college festival organized by student union.
- In spite of the pressures of semester system and high student-teacher ratio, teachers complete curriculum, by taking extra classes, wherever needed.
- Mid-semester break also helps in coping with the pressures of the semester system.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

- Criteria set by the Principal, academic committee, staff council & teacher-in-charges ensure quality in teaching-learning by reiterating the accountability in the result of students.
- Intra departmental meetings also ensure peer support for new teachers. Feedback from the students is taken and incorporated to address the challenges faced by them.
- Performance in the periodic tests, house exams, analysis of the same and oral feedback in the classroom serve as feed back to the teacher. Accordingly remedial measures are taken up. Year-end and semester-end exam results are analyzed and compared with that of neighbouring colleges.

- High performers at the level of university, south campus and class are recognized and acknowledged through prize ceremonies on annual day event every year. This motivates them to do well further and is a good example for other students.

Quality of teaching is not measured by the academic performance of students alone. It is also reflected in the institutional culture and environment along with teachers setting high standards for themselves. Teachers regularly update their knowledge and skills by attending orientation courses/refresher courses/conferences/workshops. This enables them to pursue research projects and the resulting exposure percolates to students. Self-appraisal of teachers therefore becomes a major indicator for quality of teaching learning.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the challenging requirement of the curriculum?

- A selection committee comprising of subject experts, observer, V-C nominee, Teacher-In-Charge and Principal selects the permanent and contractual teachers according to DU and UGC norms.
- Selection procedure for recruiting ad-hoc faculty is also through a committee and competent teachers are re-absorbed in the college.
- Guidelines of the university are followed; teacher-student ratio is maintained as given by the UGC. Recruitment is done on the basis of specialization needed for the discipline.

Table – 2.4.1.1

Department			Ph.D.	M.Phil.	PG	Associate Professor	Assistant Professor	Total
Botany	Permanent	Male	-	-	-	-	-	16
		Female	8	-		5	3	
	Ad-hoc	Male	-	-	-	-	-	
		female	8	-	-	-	8	
Chemistry	Permanent	Male	-	-	-	-	-	16
		Female	10	-	-	10	-	
	Ad-hoc	Male	-	-	2		2	
		female	2		2		4	
Microbiology	Permanent	Male	-	-	-	-	-	7
		Female	5	-	-	5	-	
	Ad-hoc	Male	-	-	-	-	-	
		female	2	-	-	-	2	
Physics	Permanent	Male	-	-	1	-	1	11
		Female	8		1	6	3	
	Ad-hoc	Male	-	-	-	-	-	

Department			Ph.D.	M.Phil.	PG	Associate Professor	Assistant Professor	Total
		female	1	-	-	-	1	
Zoology	Permanent	Male	-	-	-	-	-	15
		Female	4	-	1	3	2	
	Ad-hoc	Male	-	-	-	-	-	
		female	8	-	2	-	10	
Mathematics	Permanent	Male	-	-	2	-	2	11
		Female	2	5	-	5	2	
	Ad-hoc	Male	-	-	1	-	1	
		female	1	-	-	-	1	
Economics	Permanent	Male	-	-	-	-	-	5
		Female	-	-	-	-	-	
	Ad-hoc	Male	-	-	1	-	1	
		female	2	1	1	-	4	
English	Permanent	Male	-	-	-	-	-	17
		Female	4	6	2	3	9	
	Ad-hoc	Male	-	-	-	-	-	
		Female	-	4	1	-	5	
Hindi	Permanent	Male	1	-	-	-	1	11
		Female	5	-	1	-	6	
	Ad-hoc	Male	-	-	1	-	1	
		Female	1	2	-	-	3	
History	Permanent	Male	-	-	-	-		4
		Female	3	1		2	2	
	Ad-hoc	Male	-	-	-	-	-	
		Female	-	-	-	-	-	
Philosophy	Permanent	Male	-	-	-	-	-	5
		Female	5	-	-	4	1	
	Ad-hoc	Male	-	-	-	-	-	
		Female	-	-	-	-	-	
Political Science	Permanent	Male	-	-	1		1	16
		Female	4	1	2	4	3	
	Ad-hoc	Male	2	1	-	-	3	
		Female	2	3	-	-	5	
Psychology	Permanent	Male	-	-	1	-	1	9
		Female	7	1	-	5	3	
	Ad-hoc	Male	-	-	-	-	-	
		Female	-	-	-	-	-	
Sanskrit	Permanent	Male	-	-	-	-	-	4
		Female	1		-	1		
	Ad-hoc	Male	-	-	-	-	-	
		Female	2		1		3	
German	Permanent	Male	-	-	-	-	-	1
		Female	-	1	-	-	1	

Department			Ph.D.	M.Phil.	PG	Associate Professor	Assistant Professor	Total
	Ad-hoc	Male	-	-	-	-	-	
		Female	-	-	-	-	-	
EL.ED.	Permanent	Male	-	-	-	-	-	
		Female	3	3	1	1	6	
	Temp.		-	1	-	-	1	11
	Ad-hoc	Male	-	-	-	-	-	
		female	-	3	-	-	3	
Commerce	Permanent	Male	1	1	-	1	1	
		Female	8	9	1	11	7	25
	Ad-hoc	Male	-	1	2	-	3	
		female	-	-	2	-	2	
Physical Education	Permanent	Male	-	-	-	-	-	
		Female	1	-	-	1	-	2
	Ad-hoc	Male	1	-	-	-	1	
		Female	-	-	-	-	-	
BBE	Ad-hoc	Male						
		Female			2		2	2

Pie chart showing the academic qualification of faculty members
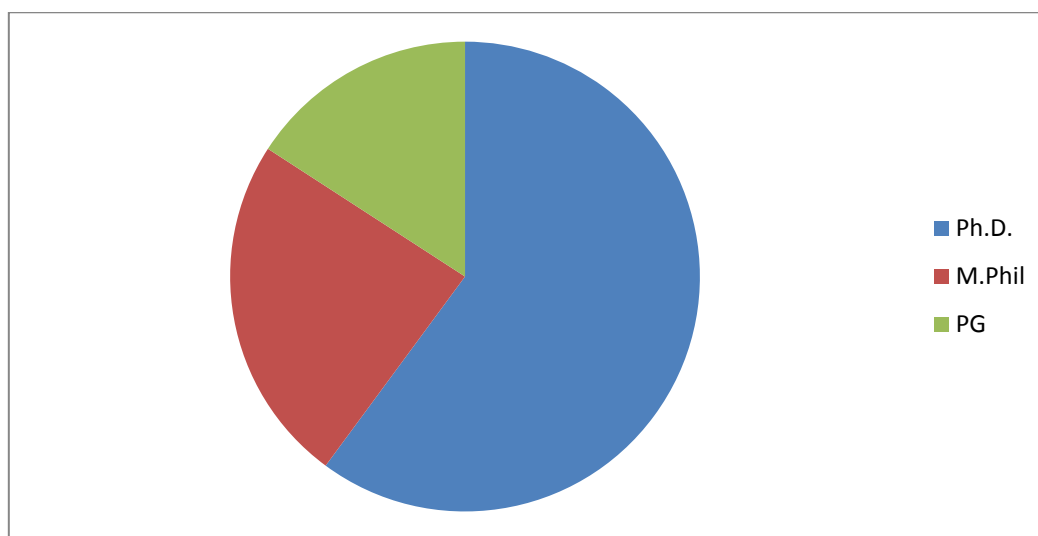
Figure – 2.4.1.1

Figure (2.4.1.1) shows that the teaching faculty is highly qualified (60% are Ph.D., 24% M.Phil. and 16% PG). Many of the faculties are pursuing Ph.D.

2.4.2 How does the institution cope with the growing demand / scarcity of qualified senior faculty to teach new programmes / modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics, etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

- Due to the almost absolute indispensability of using ICT in the classrooms, teachers voluntarily acquired new technologies. Institution also made effort through organizing workshops for skills in IT. Team of trained teachers organized workshops for teachers in batches to facilitate everyone.
- When teachers retire and new faculty are appointed, care is taken to appoint competent teachers. (Refer 2.4.1)

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a)   Nomination to staff development programmes

Table – 2.4.3.1

Departments	Refresher Course	Orientation Course	HRD Programme	Staff Training conducted by the university	Staff Training conducted by other institution	Summer/ winter school, workshop etc.
Science						
Botany	1	3	-	-	-	3
Chemistry	-	-	-	8	1	-
Microbiology	-	-	-	-	-	-
Physics	1	1	-	2	1	6
Zoology	1	2	-	-	-	8
Humanities						
Mathematics	-	-	-	-	1	1
Economics	-	-	-	-	-	-
English	7	7	1	5	-	1
Hindi	7	7	-	-	-	7
History	-	2	-	1	-	1
Philosophy	1	-	-	-	-	-
Political science	3	3	-	-	-	1
Psychology	-	2	2	-	-	1
German	-	1	-	-	-	-
Sanskrit	-	-	-	-	-	-
EL.ED.	8	9	1	5	2	11
Commerce	13	12	-	-	-	-
Physical Education	-	1	-	-	1	1

b) **Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning**

* Teaching learning methods/approaches

* Handling new curriculum

*Content / knowledge management

*Selection, development and use of enrichment materials

*Assessment

*Cross cutting issues

*Audio visual aids/multimedia

*OER's

*Teaching learning material development, selection and use

- Acquisition of knowledge in IT and ICT tools is considered essential by teachers from all departments. Library conducted anti-plagiarism workshops for both teachers and students in batches.
- Time to time refreshers and orientation programmes enable teachers to update and cope with the advances in new curriculum. Before the commencement of new syllabus, teachers attended several orientation sessions and workshops at University to train colleagues in college subsequently. Some such sessions were conducted in the college also. For instance, orientation of some erstwhile FYUP-foundations courses.
- Some teachers contributed by providing written resource material to ILLL (Institute for Life Long Learning), which conducts online lessons for students of Delhi University. Orientation courses and Refresher courses also have a few sessions on IT and ICT.
- Real life examples in class are taken up to link theory with the world outside. Eminent personalities, experts and teachers of national and international repute, experts from the field are invited to share their experiences, personal journeys and knowledge.
- Teachers provide and suggest variety of reading material to supplement classroom learning including OERs.
- Feedback is taken from students by individual teachers. Self–assessment is a continuous process and is done by teachers to improve themselves.
- Two-tier library committee is in place in college-at the level of department and college, which caters to the varied needs of teachers and support curriculum objectives.

c) **Percentage of faculty**

*invited as resource persons in workshops / seminars / conferences organized by external professional agencies

*participated in external workshops / seminars /conferences recognized by national / international professional bodies.

*presented papers in workshops / seminars / conferences conducted or recognized by professional agencies

Table – 2.4.3.2

Department	% of faculty		
	Invited as resource person in workshops / Seminars / Conferences	Participated in workshops / Seminars / Conferences	Presented papers in workshops / Seminars / Conferences
Botany	12.5	19	25
Chemistry	25	38	31
Microbiology	-	-	-
Physics	09	92	62
Zoology	10	44	38
English	35	100	40
Hindi	30	100	86
History	50	25	75
Philosophy	20	100	20
Political Science	03	100	23
Psychology	50	100	100
Saskrit	nil	25	75
El.Ed.	70	100	100
Commerce	Nil	85	30
Economics	20	60	80
Mathematics	12.5	100	12.5
Physical Education	50	50	-

2.4.4 What policies / systems are in place to recharge teachers? (e.g.: providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes, industrial engagement, etc.)

- Study Leave Committee processes the applications of teachers who wish to avail leave for doctoral, post-doctoral and other fellowship programmes. Based on the norms ratified by the staff council and DU, this committee grants study leave in one calendar year to teachers. UGC, DST, ICSSR provide grants to those projects approved by them. DU innovative projects also provide opportunity for teachers to collaborate within the college, visit field & mentor students in interdisciplinary research.
- Institution provides duty leave to attend orientation and refresher courses. Duty leave is also provided to teachers for attending national and international conferences to

update themselves in their own and interdisciplinary domains. College motivates, recognizes, rewards and encourages teachers towards excellence.

- 'Best teacher' awards are instituted by the university and government of Delhi. Some of our teachers received this honour. Dedicating the 'Distinguished Teacher Award' to college, a teacher says, 'Gargi College gave me ample opportunities to grow and realize my potential'. Another teacher attributes her recognition to the infrastructural facilities provided by the college enabled her to do research with her students.
- To remain relevant and updated, industry engagement/engagement with field is also maintained. For example, physics department, commerce and department of elementary education in their areas.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance / achievement of the faculty.

Table – 2.4.5.1

Department	Faculty	Awards
Botany	Dr. Geeta Mathur	"Teaching Excellence award" by university of Delhi 2009-2010.
	Dr. Geeta Metha	"Teaching Excellence award" by university of Delhi 2013-2014.
Chemistry	Dr.Indu Tucker Sidhwani	Meritorious award for Higher Education by Govt. of NCT of Delhi
	Dr.Sushmita Chowdhury	Awarded distinguished award by D.U.
	Dr.Indu Tucker Sidhwani & Dr.Sushmita Chowdhury	Teaching excellence award for innovations (2014) by D.U.
Physics	Dr. Vandana Luthara	Meritorious teacher award –NCT Delhi 2012 and UGC-Ukieri Thematic Partnership award (2013-2015) Digital Literacy Championship – (2014) (Under collaboration between COL and Edinburgh College, Scotland) Post-doctoral Fellowship – Raman Fellowship by UGC – (2014-2015) availed at State University of New York (Binghamton)
	Dr. Vandna Luthra & Dr. Indu Datt	Teaching excellence award for teaching and innovations (2014-2015)
Psychology	Dr. Veena Tucker	Teaching excellence award for innovations (2014) by D.U. and Meritorious award for Higher Education by Govt. of NCT of Delhi.
	Dr. Sabeen Rizvi	Fulbright Postdoctoral Fellowship University of North Carolina, USA (2013-2014) and Adjunct Assistant Professor Department of Psychology, University of North Carolina,

Department	Faculty	Awards
		USA (2014)
Political Science	Dr. Manisha Priyam	Indian Council for Social Science Research's National Award (2012-2013) for Postdoctoral Research on 'Political Economy of Higher Education in India: Exploring the Principles for Reform', 1991-2012
English	Dr. Anjana Neira Dev	E-Teacher Scholarship by the Regional Language Office of the US Embassy 2011.

2.4.6 Has the institution introduced evaluation of teachers by the students and external peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

Presently, evaluation is done at the individual teacher's level. Teachers constantly receive informal feedback from students during regular teaching-learning process in the classes and labs through their responses, queries and written work/assignments. Based on these interactions teachers try to amend their pedagogies to suit the needs of their students.

2.5 Evaluation process and reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

- At the outset, information related to internal assessment is given in the prospectus at the time of admission itself. Evaluation process in detail is shared with students at the time of orientation.
- As a constituent college of university, college has two types of evaluation process. One is internal assessment comprising of the projects, tests, assignments. Weightage of this aspect is 25% and the remaining 75% is the semester-end exam.
- 25% of the total marks of every paper is marked as internal assessment. The break up is 5% for attendance, 10% for class test and 10% for assignment(s)/ project(s)/ presentation(s). As per Delhi University rule, a student is required to have 66.66% in attendance to sit for the annual examination.
- Practical classes carry the same weightage for internal assessment in science courses and departments like Commerce and Mathematics. External examiners evaluate the practical conduction for students, wherever relevant.
- Institution maintains transparency in the dissemination of the information regarding internal assessment and external exams, which is mentioned in the prospectus as well. We appraise new students regarding the same and the conduct orientation at the beginning of every year. DU sets guidelines for both, that is, 2 types of evaluation. (i) 25% of total is through internal evaluation. Internal assessment comprises presentations, class tests, attendance and practicals (record) (ii) Semester-end theory examination and practicals for science, computers, commerce, mathematics and psychology. Transparency is maintained and the information shared in class by teachers. Faculty is informed about the time-to-time changes in evaluation by DU.

- College has an internal assessment grievance committee. For any queries or grievances regarding internal assessment student may contact the members of the committee. Names of teachers for each stream (Commerce, B.A. Programme, Science and B.A. Hons.) departments are displayed on notice boards.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

- As a constituent college of Delhi University it cannot go beyond the measures given by the Delhi University. Some of the evaluation reforms, for e.g., are centralized evaluation and rechecking of each script by 3 examiners and to do away with revaluation. Since students wanted revaluation, it had to be brought back and checking by 3 examiners was removed.

- Directions from university are provided to the evaluators through the evaluation center for uniform checking. Key for the papers is made by the head examiner in consultation with the additional examiners. Moderation of the papers is done by the head examiner. Therefore there is less scope to innovate at the institution level. But teachers try to experiment within their ambit of internal evaluation by giving varieties of assignments to make it interesting for the students.

- B.EL.ED. has continuous internal evaluation practices. Assignments and the criteria for assessing the same are shared by teachers with their colleagues in other colleges and feedback welcomed. Under the B.EL.ED ordinance, Moderation Committee has its role explicitly stated. It is a lively forum for exchanging views, commenting on each other's assignments, sharing some of the best and average work of the students to buttress their claims for the marks given to their students in the internal assessment. It is a democratic and open process. All the decisions in the meetings are minuted and shared with all the teachers teaching the papers. In one such moderation committee, it was decided that (i) students must be encouraged to take up non-evaluative assignments as well, (ii) only 2 or 3 assignments to be given for a 30 marks weightage of internal assessment and (iii) 1 or 2 assignments for 15 marks weightage of internal assessments, among other decisions.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

- Internal Assessment Committee communicates time to time changes in evaluation from the university. It is shared in the staff council. Members express their views to help it implement better.
- Internal assessment committee ensures timely submission of work from students, through teachers and teacher-in-charges.
- Staff council and departmental meetings reiterate timely submissions, entries, maintenance of attendance records, students' appeals and grievances.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

- Improvement in the result indicates the effective implementation of formative and summative tests for practicals / internals and theory. Regular formative assessment practices in the semester system positively impacted the result of students. This is the observation of teachers.
- Comparison of the results with result of earlier years and with the neighbouring colleges is a regular exercise to draw attention to the progress and make corrections wherever needed.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightage assigned for the overall development of students (weightage for behavioural aspects, independent learning, communication skill, etc.)

- Project presentation enabled students to develop organization skills, independent learning, develop their communication skills, accepting critical comments and divergent views.
- During erstwhile FYUP, group discussion, presentation & projects were submitted in most of the courses. Continuous assessment pushes students to be more regular and disciplined. Attendance record of students is evidence in additional to a congenial and lively campus.

2.5.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

- Gargi, from Upanishadic time, stood for rational, critical and independent mind. This spirit of enquiry is promoted through curricular studies, training and research process. Leadership qualities are nurtured and encouraged through various roles in the extra-curricular activities. For example, office bearers of student union and various societies plan and organize the events under the guidance of teacher conveners and their colleagues. In this process students develop confidence and learn to voice their views.
- Spirit of enterprise is another attribute of a Gargi student. The will to nurture the spirit of enterprise is reflected in the 'young entrepreneur workshop', pathfinder projects and innovative projects.
- Academic performance of students is reflected in achieving brilliant results and many attaining top positions in university.
- Students develop academic and socio-communication skills through organization of various events, internships & participation in outreach programmes. This helps in the realization of a holistic personality with humanistic and ethical orientation.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and university level?

- For internal assessment grievance redressal, the college internal assessment committee looks into the grievances. Internal assessment committee has Convener (Vice Principal or Bursar), staff council secretary and teacher members nominated by Staff Council for DU examination at the end of the year and at the end of each semester.

- Internal assessment marks are signed by the students before submitting to university to ensure transparency. If they are not satisfied they can appeal to internal assessment committee. In B.EL.ED, marks are shown to students after moderation in case of any change. Students sign their acknowledgement.
- For grievances related to summative assessment, university or exam branch allows for revaluation. Students can also access their scripts through filing an RTI.

2.6 Student performance and learning outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

Emphasis on holistic education which includes academic, personality development, life skills, and extra-curricular activities guide the expected learning outcomes. They are explicitly stated in the prospectus, annual reports, academic committee meetings and reiterated in the staff council meetings. High achievers in all areas are acknowledged and recognized on annual day. This recognition includes high academic performance in the form of university/college positions and innovation in research projects. Excellence in the field of sports and extra-curricular activities are also rewarded according to the vision of holistic education.

- Internal assessment reflects the development of the students. It is result oriented. It is discussed at the department level and in staff council meetings. Teachers appraise students.
- Internal assessment committee monitors student performance during semester system. Criteria for internal assessment and practical classes are in line with the intended learning outcomes.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (programme/course wise for the last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

Progress and performance of students is closely monitored by their teachers as reflected in the internal assessment marks (class/home assignments and presentations). These marks are displayed on the notice board and the college web site. Analysis of the results is done at the level of the departments and announced during the staff council meetings. The meritorious students are awarded on the Annual Day. The analysis of the final result of last four years is given below:

Table – 2.6.2.1

Academic Session 2008-11							
	No of Students	Pass %	Above 75%	1st Div.	2nd Div.	Univ. Position	Position in South Campus
Science							
Botany	17	100	2	12	4		2, 3

Chemistry	10	100	1	10	-	-	-
Micro Biology	15	100	4	14	1	3, 4, 5	3, 4, 5
Physics	15	100	3	13	2	-	-
Zoology	21	100	2	17	4	-	2, 3
BSc. Life Science	35	100	-	26	9	-	3
B.Sc.Physical Science	39	74.36	2	7	10	-	1, 4, 5
Humanities							
English	24	100	-	-	15	-	-
History	18	100	-	1	9	-	-
Hindi	23	100	-	3	16	-	-
Philosophy	10	100	-	2	8	2	3
Political science	40	100	-	4	28	-	-
Applied Psychology	22	100	2	19	3	-	3, 4, 5
Sanskrit	5	100	-	2	1	-	4
B.A.(Prog.)	112	82	-	23	40	-	-
Commerce							
B.Com(H)	67	100	9	53	9	-	-
B.Com	81	98.7	-	43	29	-	-
B.B.E.	28	96.4	2	22	5	-	1, 3
Academic Session 2009-12							
Science							
Botany	27	100	6	19	6	-	-
Chemistry	45	100	3	32	13	-	
Micro Biology	17	100	6	16	-	2, 4	-
Physics	37	100	7	30	7	-	-
Zoology	31	100	1	11	20	-	-
BSc. Life Science	34	100	-	8	23	-	-
B.Sc.Physical Science	23	100	2	8	13	-	-
Humanities							
English	35	91.4	-	1	14	-	-
Hindi	43	93.5	-	8	20	-	-
History	28	85.7	-	3	8	-	-
Philosophy	25	80	-	1	9	-	-
Political science	68	85	3	31	24	-	-
Applied Psychology	20		-	13	5	-	-
Sanskrit	27	70.37	-	1	6	-	-
B.A.(Prog.)	129	84.5	-	19	47	-	-
Commerce							
B.Com (H)	88	98	5	56	19	-	-
B.Com	126	96.28	-	48	34	-	-
B.B.E.	37	97	8	34	2	-	1, 2, 3
Academic Session 2010-13							
Science							
Botany	40	100	6	24	9	-	-
Chemistry	71	100	17	56	1	-	-

Micro Biology	26	100	8	24	-	-	-
Physics	68	100	27	44	-	-	-
Zoology	62	100	-	40	1	-	-
B.Sc.Life Science	68	100	-	38	10	-	-
BSc.Physical Science	77	100	-	49	6	-	-
Humanities							
English	47	91.4	-	7	20	-	-
History	41	97.56	-	2	18	-	-
Hindi	38	95	-	17	16	-	-
Philosophy	16	100	-	6	6	-	2
Political science	98	99	-	3	68	-	-
Applied Psychology	23	-	1	16	5	-	-
Sanskrit	9	100	-	2	6	-	-
B.A.(Prog.)	150	87	1	47	61	-	-
Commerce							
B.Com(H)	106	100	3	83	19	-	-
B.Com	134	100	-	85	38	-	-
B.B.E.	39	95	3	28	9	-	2, 3
Academic Session 2011-14							
Science							
Botany	51	100	12	40	10	-	3
Chemistry	23	100	14	22	-	-	-
Micro Biology	25	100	10	20	-	-	-
Physics	30	100	19	23	-	-	-
Zoology	60	100	33	57	3	-	-
BSc. Life Science	49	100	11	34	2	-	-
BSc. Physical Science	56	100	8	44	1	-	-
Humanities							
English	45	68.8	-	11	19	-	-
History	54	100	-	15	36	-	-
Hindi	47	100	-	34	10	-	-
Philosophy	16	100	-	5	6	1	1
Political science	109	100	-	55	34	-	-
Applied Psychology	27	100	10	15	2	-	-
Sanskrit	20	100	-	7	8	-	-
B.A.(Prog.)	132	66	4	67	20	-	-
Commerce							
B.Com(H)	80	100	5	72	7	-	-
B.Com	132	65.9	5	88	26	-	-
B.B.E.	36	83	5	25	5	-	2, 4

Table-2.6.2.2

Bachelor of Elementary Education (B.EL.ED.)					
	No of students	Pass %	Above 75%	1st divisions	2nd division
2007-2011	19	100	-	18	01
2008-2012	23	100	-	18	05
2009-2013	26	100	01	25	-
2010-2014	37	100	03	32	02

Table – 2.6.2.3

Academic Roll Of Honour

Course	Year	Semester	University Position	South Campus Position
Academic session 2010-2011				
Microbiology	III		1 Gold Medal, 3, 4,	1, 3, 4, 5
	II		3, 4, 5	3, 4, 5
	I		1, 2, 3, 4, 5	1, 2, 3, 4, 5
Botany	III		-	2, 3
	II		1	1, 3
Zoology	III		-	2, 3
B.Sc.Physical Science	II		-	1, 4, 5
	I	II	1	1
B.Sc.Life Science	III		2	-
	II		-	3
	I	I	1	1
B.A.(H)Applied Psychology	III		1 Gold Medal, 2,3, 4	1, 2, 3, 4, 5
	II		2, 4	1, 2, 3, 4
	I		-	1, 2, 3, 4, 5
B.A.(H) English	II		-	3
B.A.(H) Political Science	II		2	-
B.A.(H) Philosophy	II		4	1
B.A.(H) Sanskrit	III		-	4
	II		-	3
B.Com (H)	I		-	2
B.Com(Pass)	II		-	3
	I		2, 3	1, 2, 3
BBE	III		-	1, 3
	II		1	1, 2, 3
	I		1, 2, 3, 4, 5	1, 2, 3, 4, 5

Table-2.6.2.4

Academic Session 2011-2012				
B.Sc.(H) Botany	III		1 Gold Medal	
	II	IV	-	2, 3
	I	I	5	
B.Sc.(H) Chemistry	II	III	-	3
B.Sc.(H) Microbiology	III		2, 4	
B.Sc(H) Physics	I	I	-	1
	I	II	-	2
	II	III	-	3
B.Sc.(H) Zoology	I	II	3	
B.Sc.Physical Science	III		-	1
	II	III	-	3
B.Sc. Life Science	II	IV	-	1
	II	III	-	2
	I	I	-	1
B.A.(H) Applied Psychology	III		-	1, 2, 3
	II		3	3
	I	I&II	1, 2, 5	-
B.A.(H) Hindi	I	II	5	-
	I	I	-	3
B.A.(H) Philosophy	III		-	1
	II		-	3
B.Com.(H)	I	I & II	-	2
BBE	III		1 Gold Medal	-
	II	III & IV	-	2, 3
	I	I & II	-	2, 3

The following students have been awarded the Science Meritorious Award by University of Delhi for the year 2012-2013.

Table-2.6.2.5

Course	Student Name
B.Sc. (H) Botany-IInd Year	Ms. Garima Grover
B.Sc. (H) Botany-IInd Year	Ms Pooja
B.Sc. (H) Botany-IInd Year	Ms Deepika
B.Sc. (H) Botany-IIIrd Year	Ms. Charu Singh
B.Sc. (H) Chemistry-IInd Year	Ms. Aparna Krishnamurthy
B.Sc. (H) Physics-Ist Year	Ms. Manisha Chauhan
B.Sc. (H) Physics-IInd Year	Ms. Jyoti Shardana
B.Sc. (H) Physics-IInd Year	Ms. Sipaz Sharma

B.Sc. (H) Physics-IIIrd Year	Ms. Meenu Pandey
B.Sc. (H) Physics-IIIrd Year	Ms. Surabhi Kaushik

Table 2.6.2.6

Course	Year	Semester	Position in DU	Position in South Campus
Academic Session 2013-2014				
B.Sc.(H) Botany	I	I	-	1, 2, 3
		II	1	1, 2, 3
	II	III	4	1, 2, 3
		IV	-	1, 2, 3
	III	VI	-	3
B.A.(H) Applied Psychology	III		1 Gold Medal	
	I	I & II	1	1
B.A.(H) Philosophy	I	I & II	3	2
	II	III & IV	-	2
B.Com.(H)	III	-	-	3
BBE	II	III & IV	-	1, 2
	III	V & VI	-	2

Pie diagrams showing analysis of Gargi Result

Figure – 2.6.2.1

Percentage of students securing Ist division in Science courses in last four years

- 2008-2011
- 2009-2012
- 2010-2013
- 2011-2014

Figure -2.6.2.2

Percentage of students securing 1st division in Humanities in last four years

- 2008-11
- 2009-12
- 2010-13
- 2011-14

Figure – 2.6.2.3

Percentage of students securing 2nd division in Humanities in last four years

Legend:
- 2008-11
- 2009-12
- 2010-13
- 2011-14

Figure – 2.6.2.4

Percentage of students securing 75% and above in Commerce in last four years

Legend:
- 2008-2011
- 2009-2012
- 2010-2013
- 2011-2014

Figure – 2.6.2.5

Percentage of students securing Ist division in Commerce in last four years

- 2008-2011
- 2009-2012
- 2010-2013
- 2011-2014

Figure – 2.6.2.6

Percentage of students securing 1st division in B.El.Ed. in last four years

- Year
- 2010-11
- 2011-12
- 2012-13
- 2013-14

Figure – 2.6.2.7

Percentage of students securing above 75% in BBE in last four years

Legend:
- 2008-2011
- 2009-2012
- 2010-2013
- 2011-2014

Figure – 2.6.2.8

Percentage of students securing Ist division in BBE in last four years

Legend:
- 2008-2011
- 2009-2012
- 2010-2013
- 2011-2014

Figure – 2.6.2.9

Some of the distinctive patterns of the results are:

- In science courses the number of students securing >75% and 1st division has increased in the last four years.
- Number of 1st divisions has also been increased in humanities in the last four years.
- Commerce department is constantly producing good results.
- College produced many University toppers (Gold Medalists) from the courses Microbiology, Botany, Applied Psychology and BBE.
- First five positions in the South Campus are from Applied Psychology and BBE.
- The results of all the three professional courses (B.EL.ED., BBE and Applied Psychology) are consistently good.

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

- Time table is so structured to cater to the demands of the curriculum. However, there is scope of enough flexibility for the teacher to plan and incorporate innovative methods of teaching-learning and include 'beyond the classroom' activities. Educational trips are planned in such a way that classroom teaching is not adversely affected.
- Specific time per teacher is allocated for meeting the required teaching needs in the time table. Tutorials are also conducted as given in the time table. Time table has breaks for contact period for interacting with students. Tutorials provide teaching support to each individual student and enhance their presentation and writing skills. (refer 2.3 and 2.5)

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students, etc.) of the courses offered?

DU Innovative projects, Pathfinder, Star college, Placement Cell, ESB's one-day workshop, young entrepreneurship workshops, NSS- Diwali Mela, student reverie are some of the social and economically relevant practices through the joint efforts of students, teachers and administration. Some of them generate money and are also socially significant. Other examples of socially relevant events are conducted by NSS, WDC, Student Union and departments as well. Refer 2.3

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

- Departments discuss the quality of students' work, support system to be provided by the teachers. Comparison of the result of the current batches with earlier batches and comparison with the neighbouring colleges in the vicinity is also another practice. (Fig.no. 2.6.5.1-2.6.5.11).
- Based on the data collected tutorials and remedial classes are organized. Barriers of language, diversified strata, are taken cognizance to motivate students accordingly. (refer 2.2.3)

Few examples of comparison of result* with neighbouring colleges through bar-diagrams are shown below:
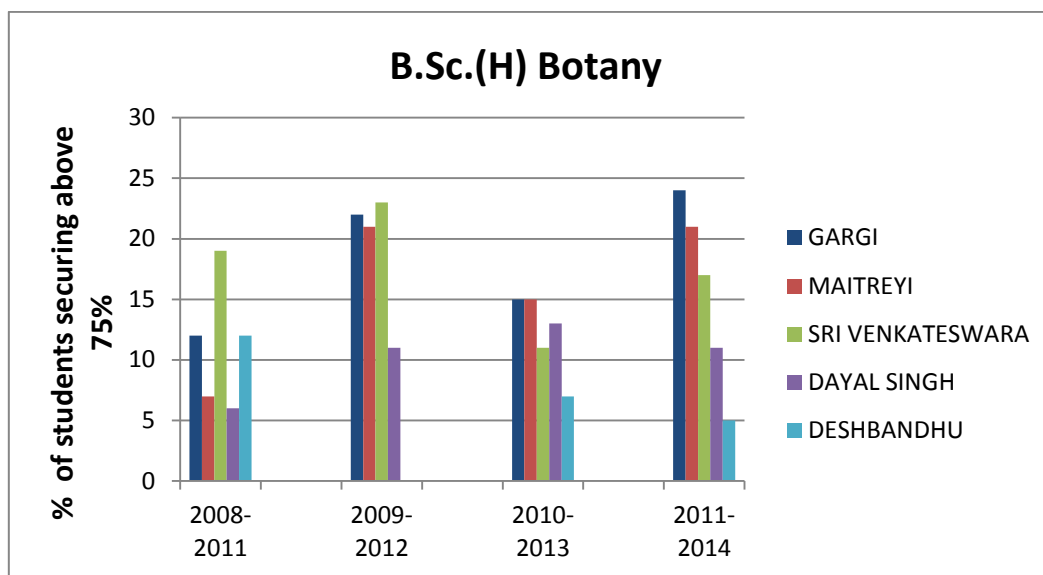
Figure – 2.6.5.1
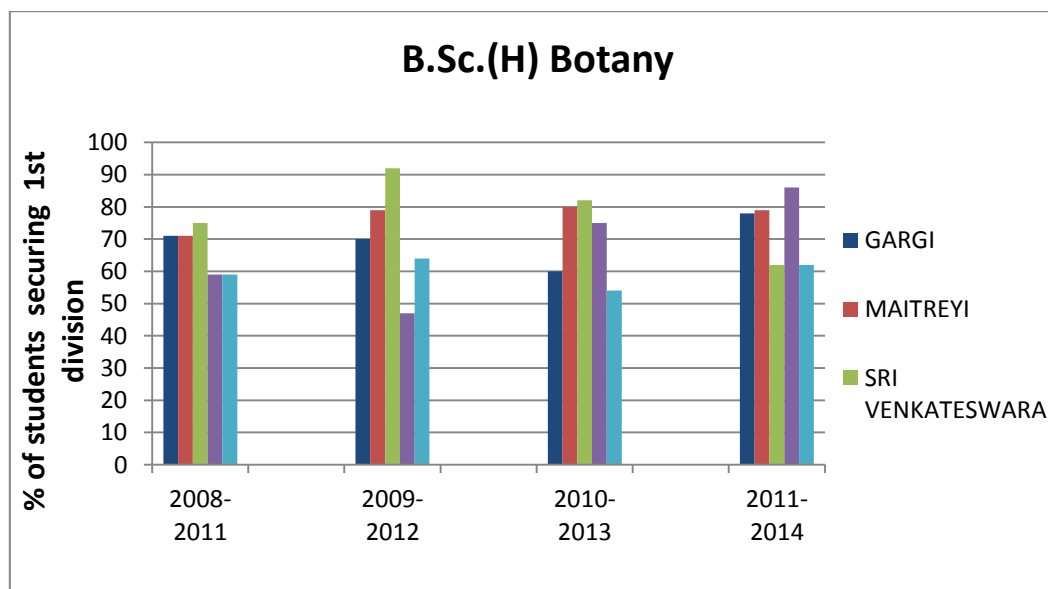
Figure – 2.6.5.2

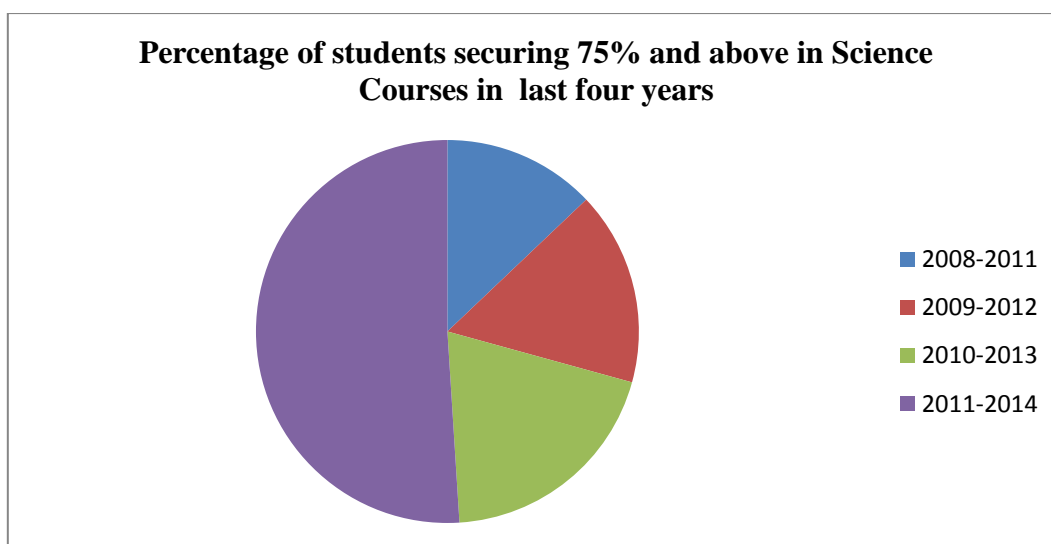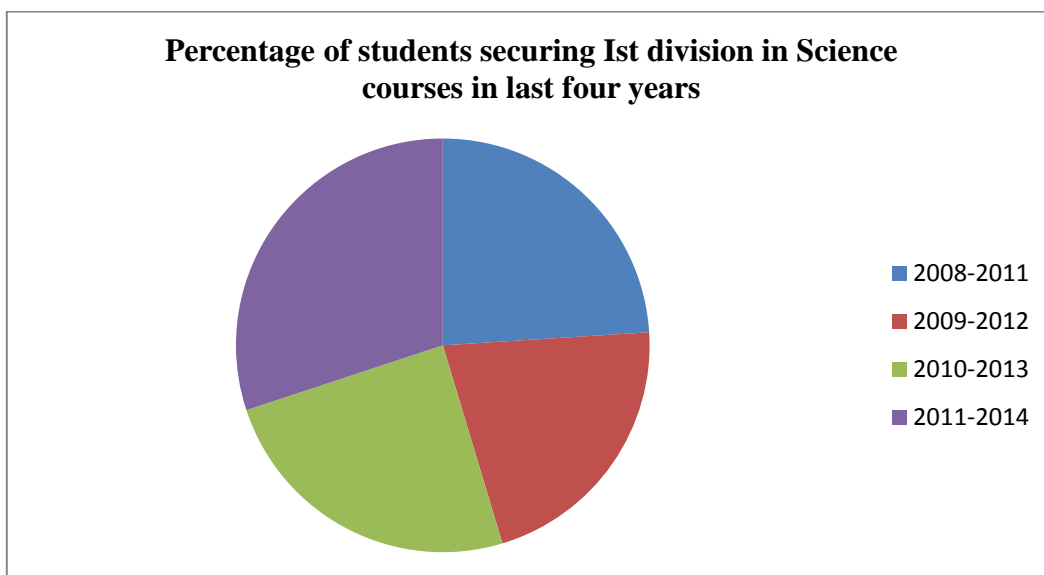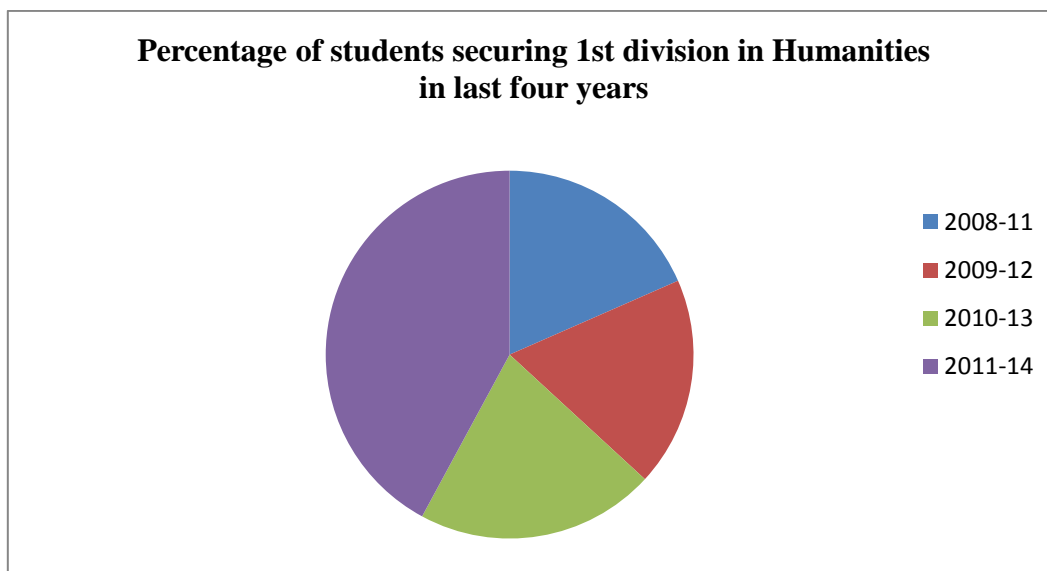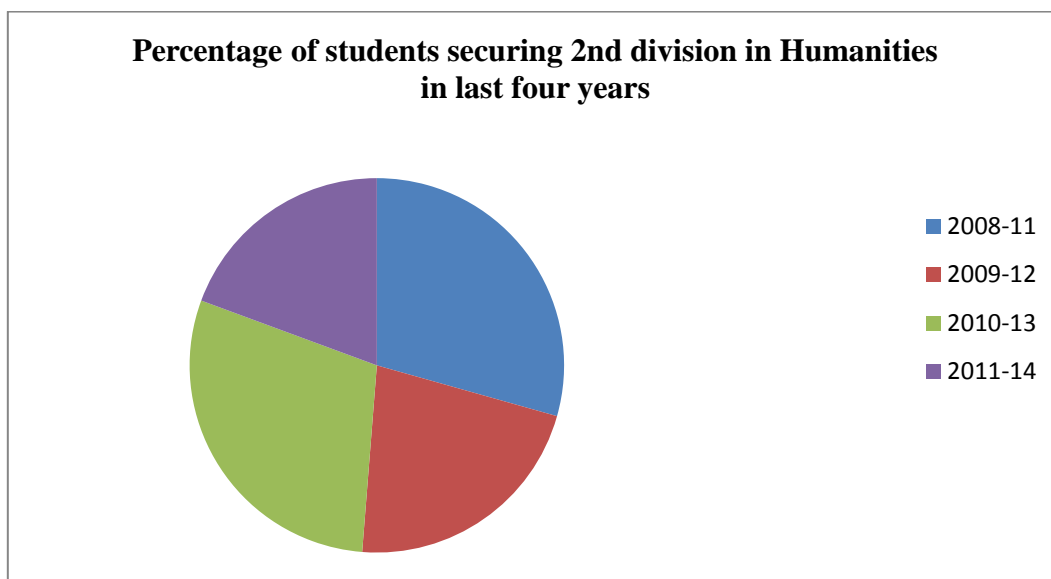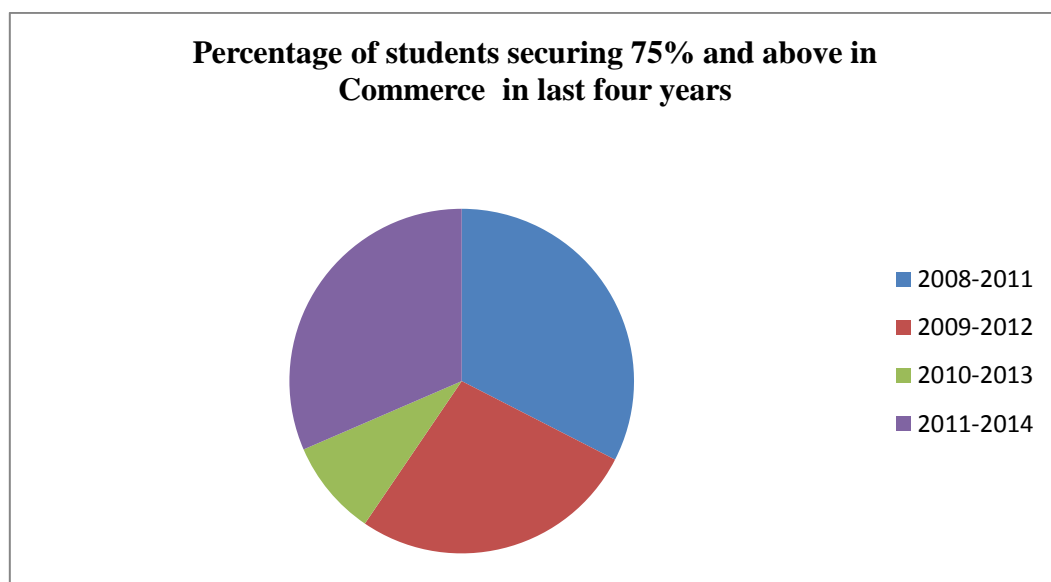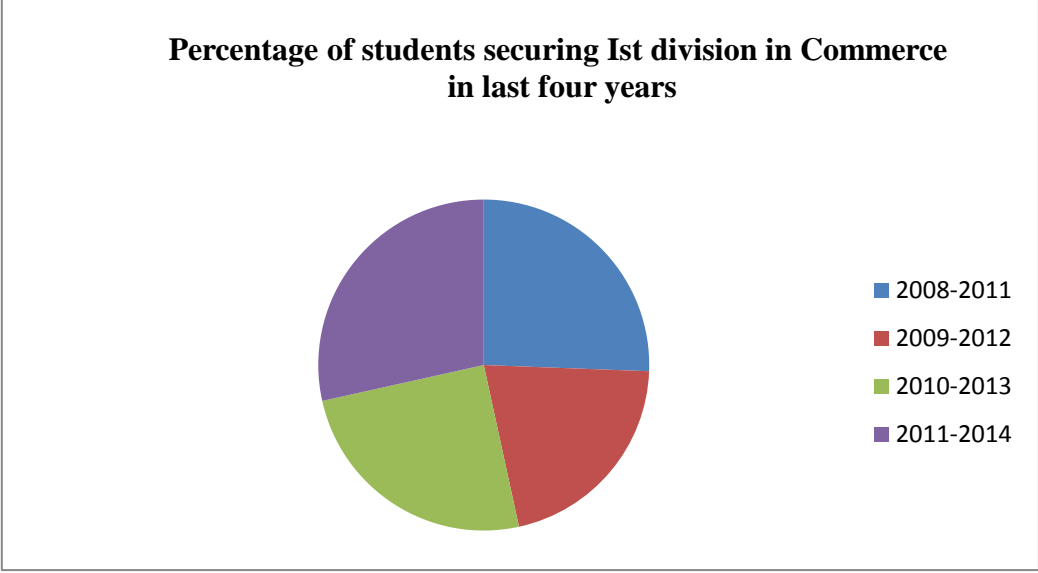*source of results: Result gazette, South Delhi Campus, University of Delhi.
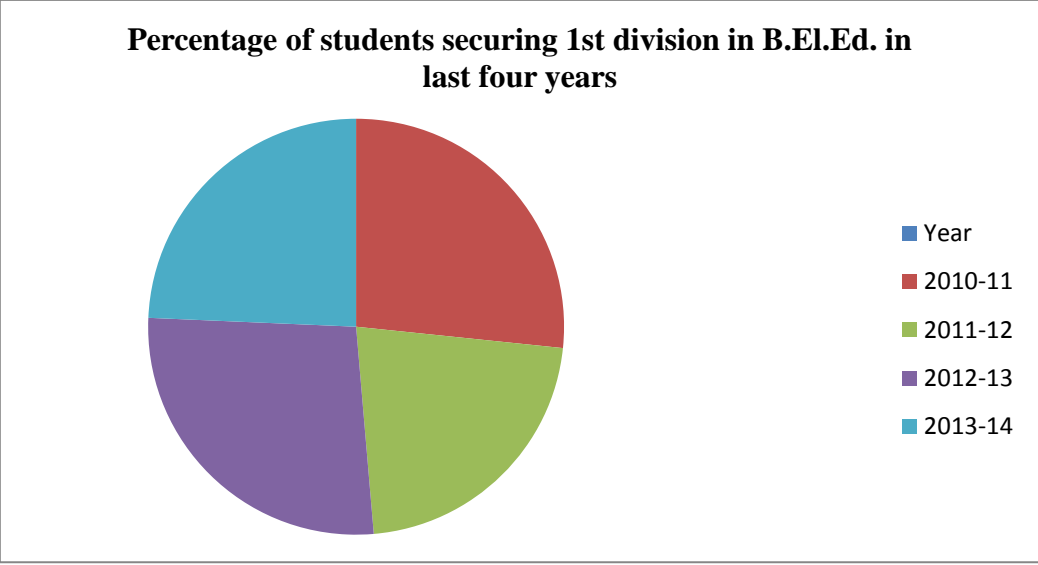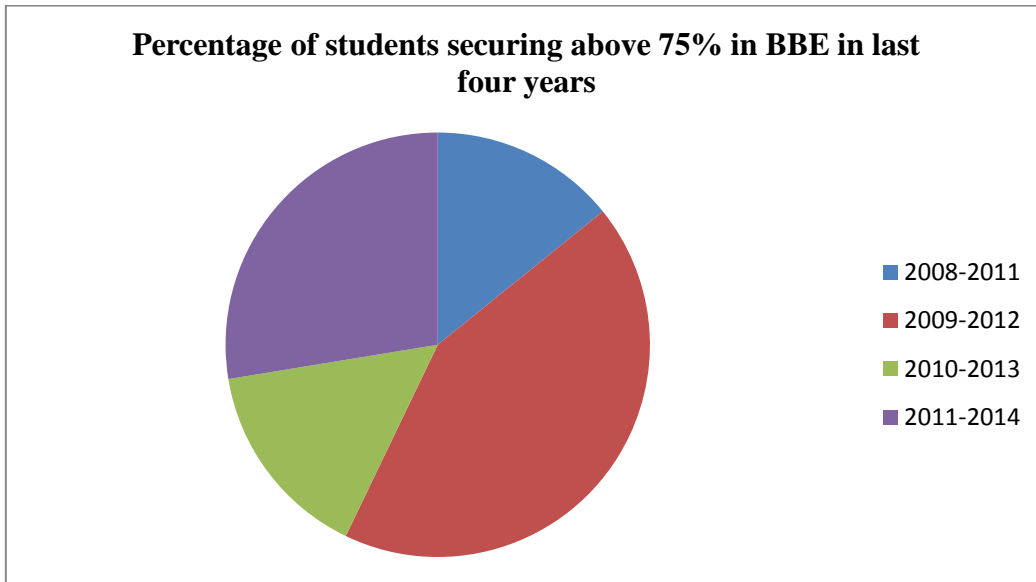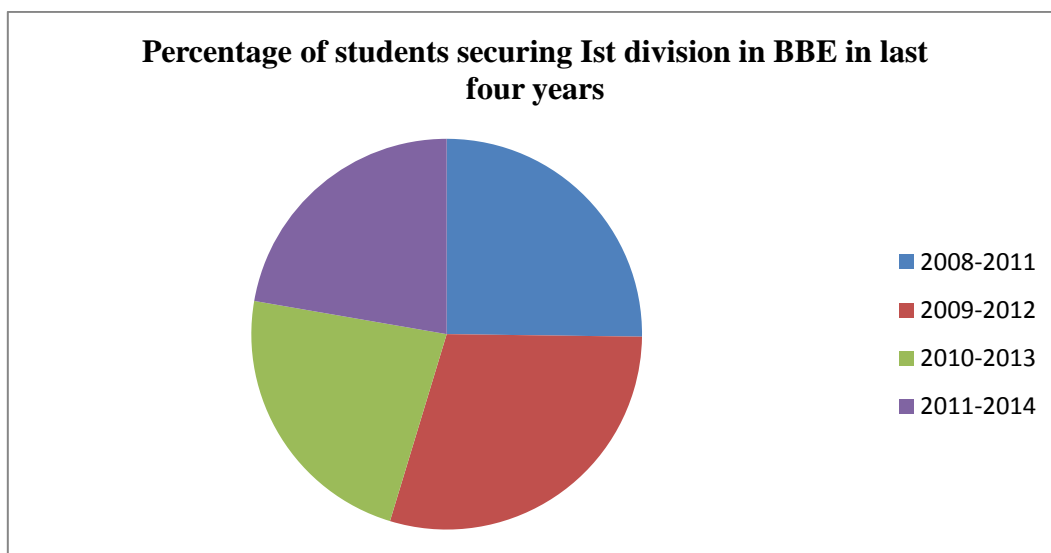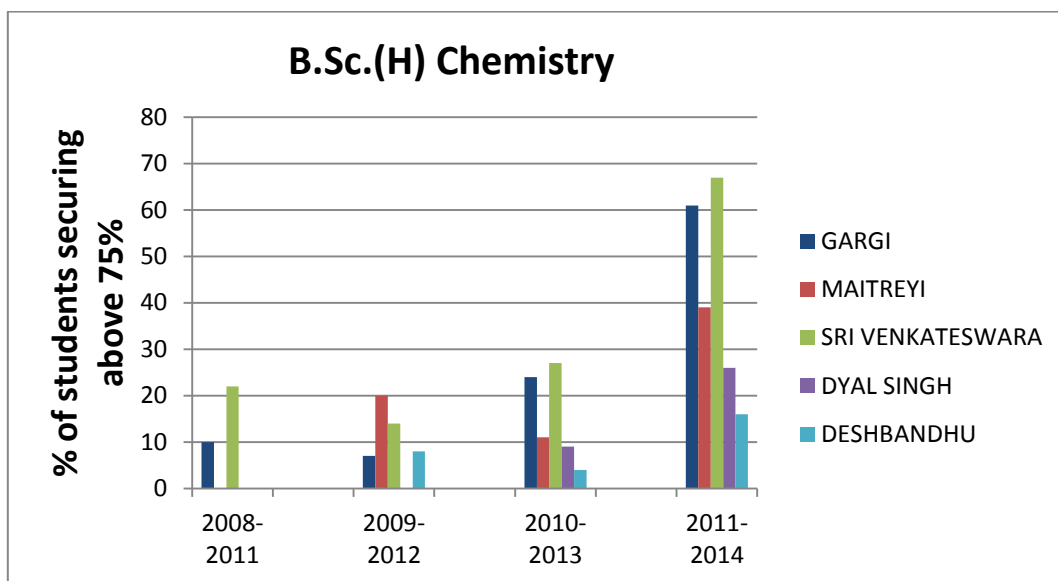
Figure – 2.6.5.3
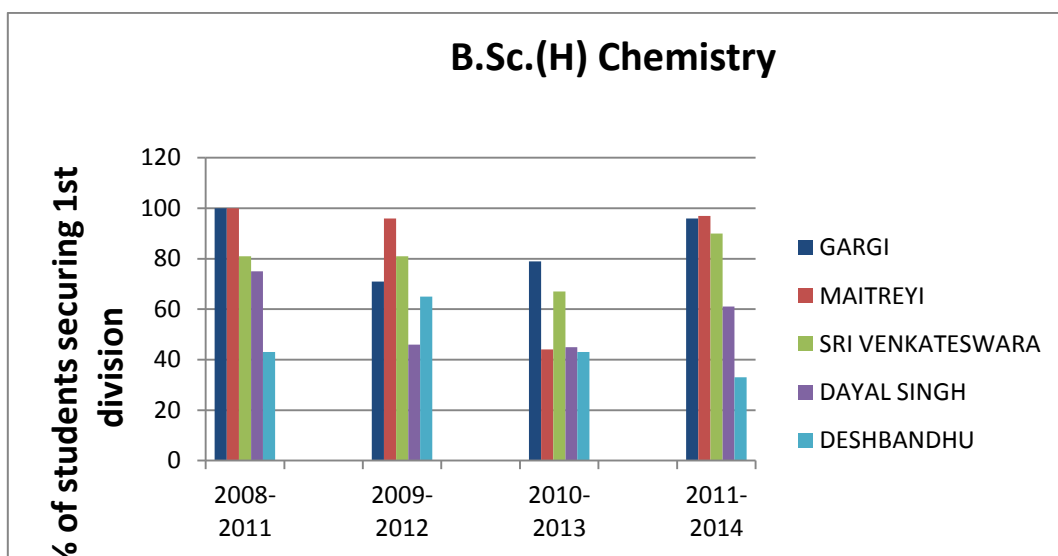
Figure – 2.6.5.4

Figure – 2.6.5.5

Figure – 2.6.5.6

B.Sc.(H) Physics

Figure – 2.6.5.7

B.Sc.(H) Physics

Figure – 2.6.5.8

B.EL.ED.

Figure- 2.6.5.9

BBE
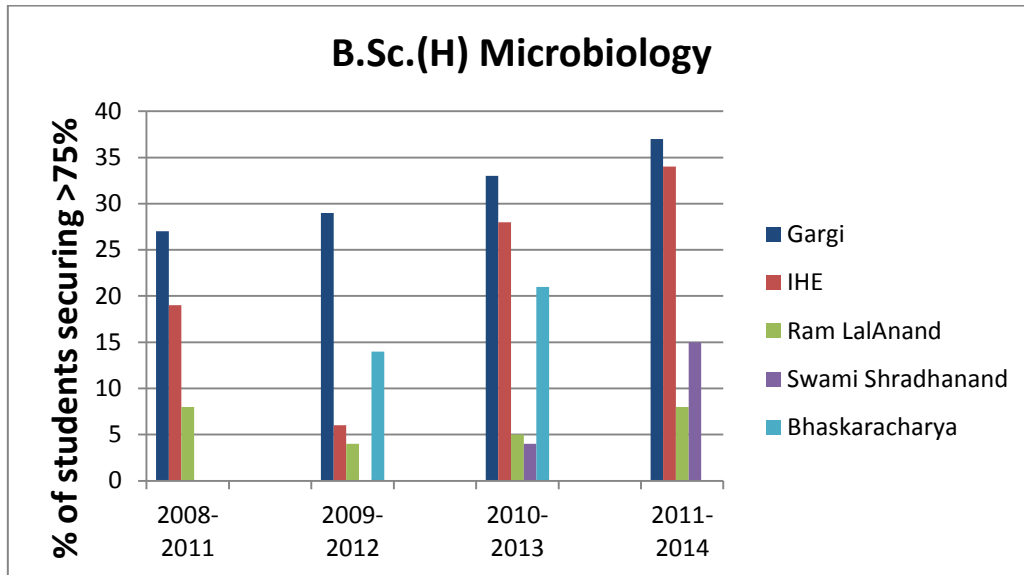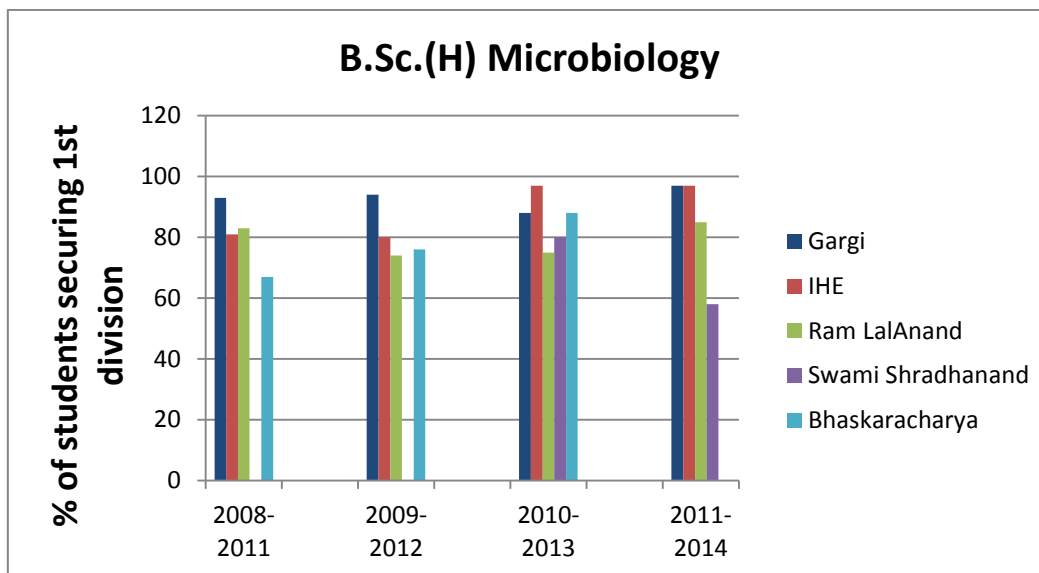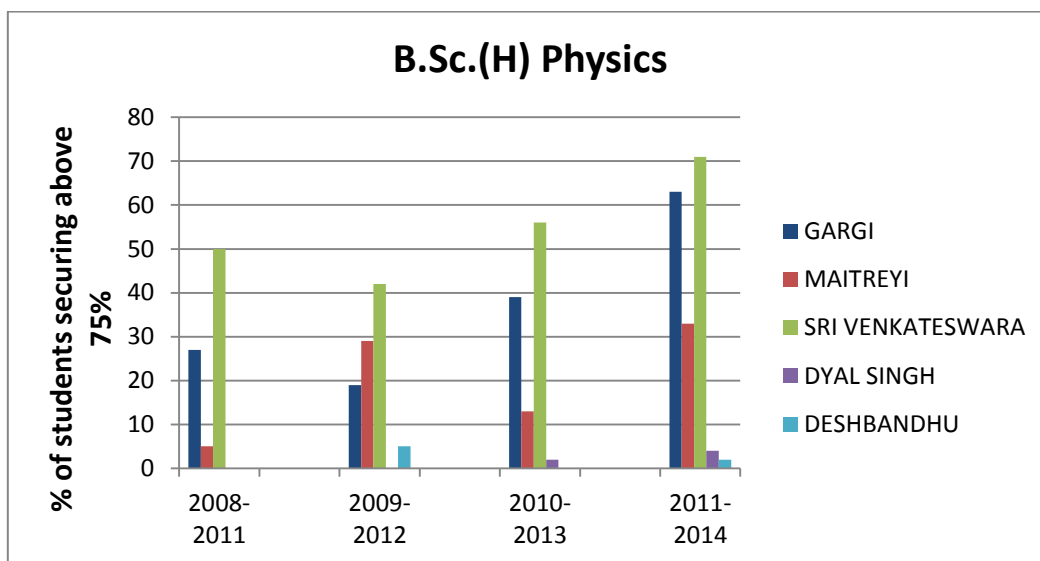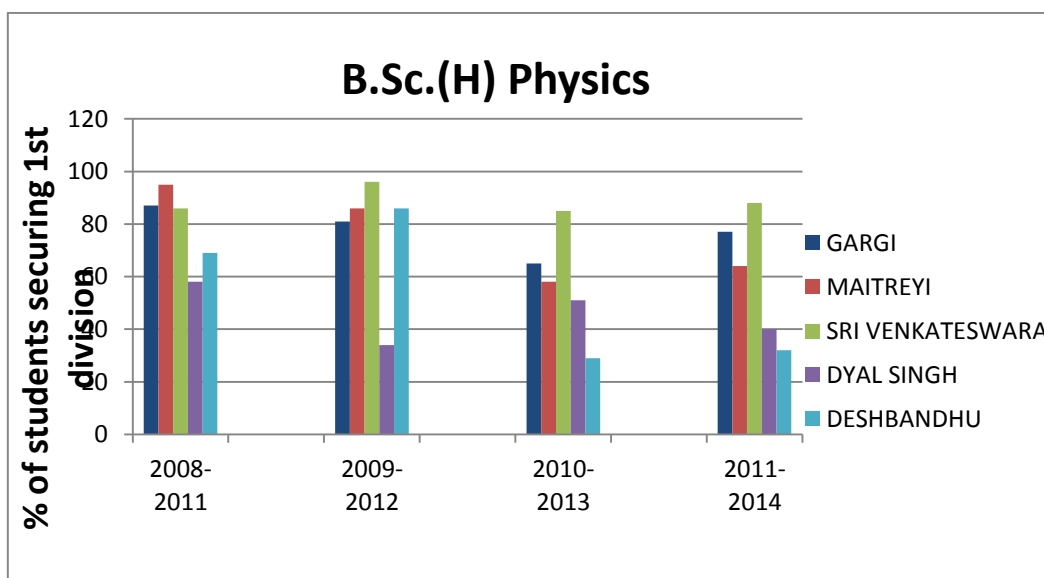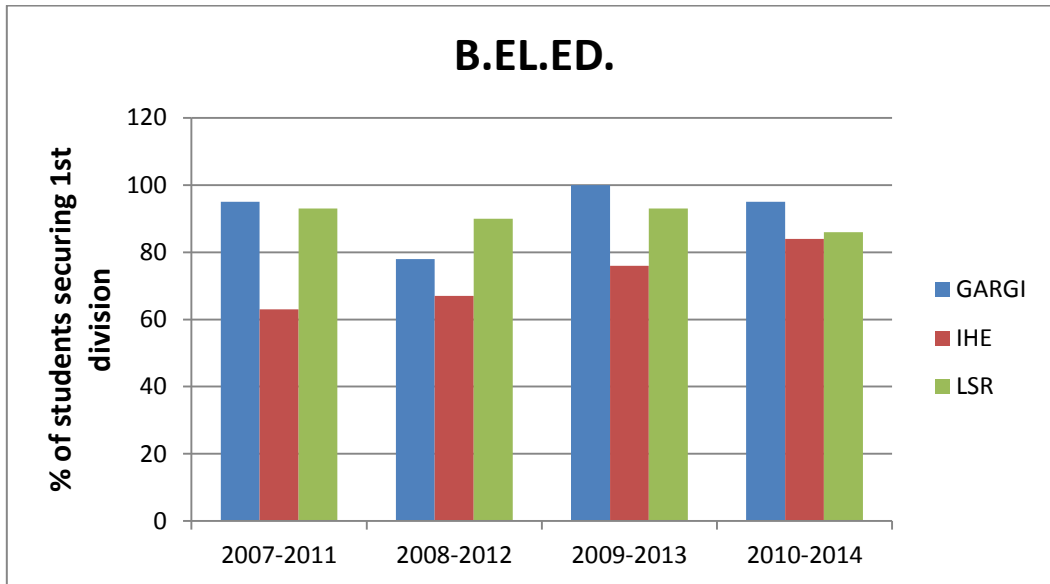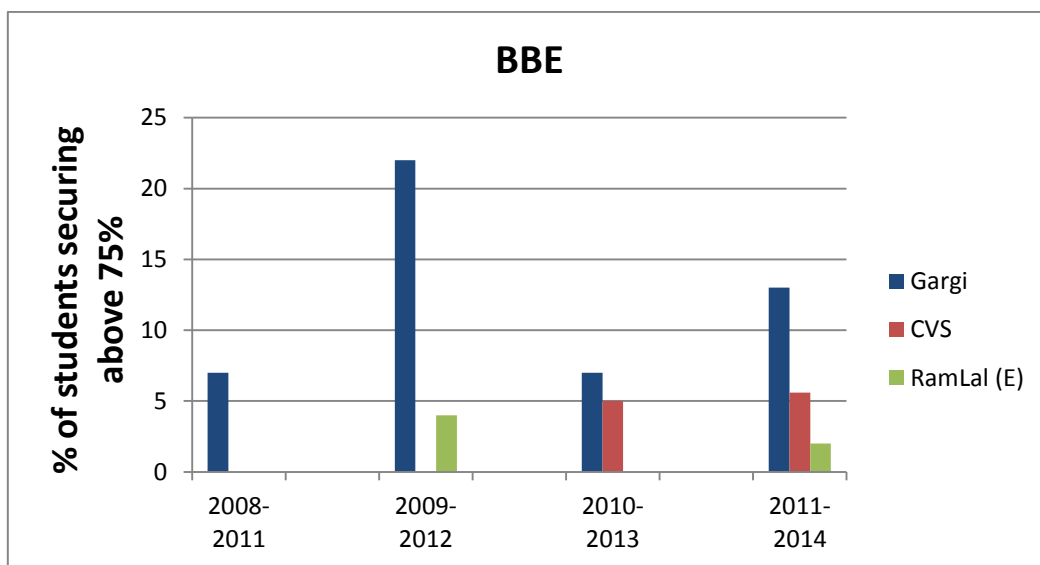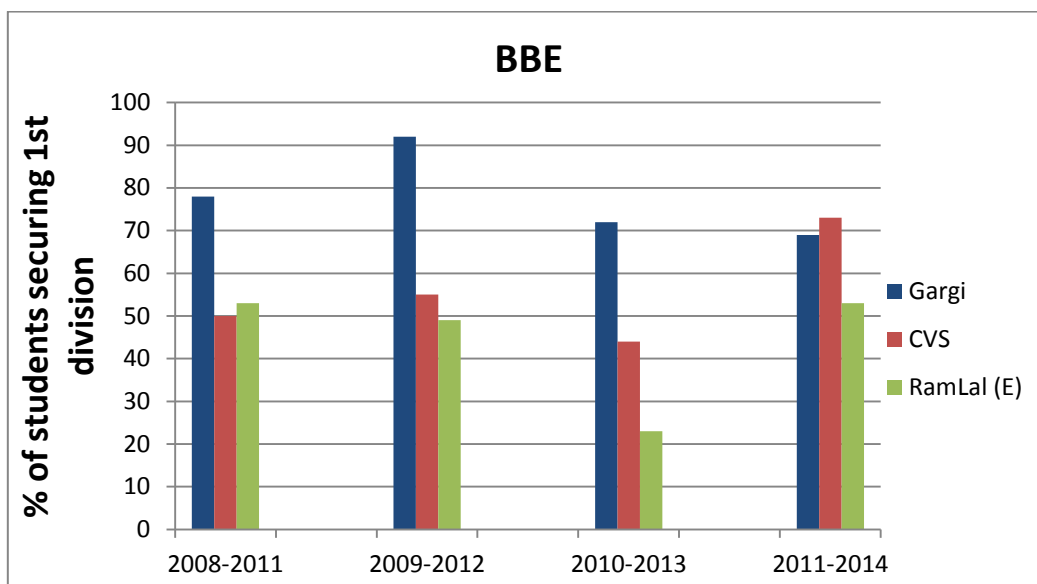
Figure – 2.6.5.10

Figure – 2.6.5.11

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

- Regular department meetings are conducted to ensure the progress of work, in terms of completion of the syllabus, submission of assignment or projects by the students and monitoring of the attendance record.
- Staff council also addresses the issues raised by individual teachers related to the smooth conduct of the program/courses and results.

2.6.7 Does the institution and individual teachers use assessment/evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

College endeavours to provide quality education to everyone. It does not discriminate between high and low academic performers. Regular monitoring of their performance in classes and annual/semester results is done to identify low performers. In addition to giving special attention to low performers, teachers identify potential among students in varied areas through their individual interaction. As per our vision, assessment/evaluation outcomes are not seen as the sole indicators of student performance.

Any other relevant information regarding Teaching-Learning and evaluation which the college would like to include.

Emphasis on field-work, field visits and exposure to practical knowledge enriches the learning process of students. This bridges the gap between theory and practice. College also organizes college-field-industry people talks. Add–on courses are also conducted to enhance knowledge and expose students to new and contemporarily relevant areas. Experts in their own domains are invited for lectures to enrich and go beyond the structured curriculum.

CRITERION III

RESERARCH, CONSULTANCY AND EXTENSION

Criterion III: Research, Consultancy and Extension

3.1   Promotion of Research

3.1.1   Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

The college has three major research laboratories to carry out both basic and applied research. They are:

Physics Research Laboratory: This laboratory has been established through funding from DST and UGC. The lab has got recognition from Department of Physics & Astrophysics, University of Delhi and Board of Research Studies. PhD students are registered in this laboratory. The funding from various schemes/agencies such as College with Potential for Excellence (CPE-UGC), Star College Scheme (DBT) and UGC-UKIERI Scheme has helped to improve and update the infrastructure of the laboratory.

Bio-informatics Infrastructure Facility (BIF): BIF was established in 2009 through funding received from DBT. This bioinformatics laboratory hosts the following: (i) M.Sc. students (final semester) for completing their dissertation; (ii) Postgraduate trainee who is trained to use bioinformatics tools for carrying out research, and (iii) Research Associate who investigates a focused theme like screening of drug targets for human diseases. Additionally, undergraduate students do research projects beyond their curriculum.

In addition to the above, **Plant Tissue Culture Laboratory & Molecular Biology Laboratories** are set up with funding from CPE-UGC, DBT (under Star College Scheme) and with funding from DST (under FAST TRACK Scheme for young scientist).

All these facilities are used to mentor undergraduate students for research under various schemes such as Star College Grant by DBT, Innovation Project Grant (instituted by University of Delhi), Pathfinder Award instituted by Gargi College and for short term research projects.

3.1.2   Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, the College has a research committee namely,' Academic Performance and Research Committee', which comprises of three teachers, one from each stream, viz., Humanities, Commerce and Science. Some of the recommendations by this committee are to undertake the following:

- To promote faculty research and study circle.
- To conduct workshops relating to research for staff and conduct interdisciplinary seminars in college.

Besides these, efforts are on to establish a language laboratory and a Mathematics Laboratory as well.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

Same as 3.1.1, and also the Planning and Monitoring Committee has been set up to facilitate research schemes.

- **Autonomy to the principal investigator**:   Yes
- **Timely availability or release of resources:**   Yes
- **Adequate infrastructure and human resources:** Yes, Rooms are assigned to facilitate smooth functioning of the projects. Computer lab facilities are available in order to use computers, printers etc. Administration support is available to help conduct the project work.
- **Time-off, reduced teaching load, special leave, etc. to teachers:** Yes, the College facilitates time-off by granting special leave, etc. to teachers. Duty leave is granted to teachers for attending conferences, seminars, workshops, refresher courses, orientation courses and other activities related to research. Study leave is also granted in accordance with Delhi University Norms.
- **Support in terms of technology and information needs:** Yes, The institution fulfills these needs through a well- stocked library, ICT resources, and the college campus is Wi-Fi enabled. The science laboratories are upgraded regularly having latest instruments. New online available soft-wares are installed regularly. The Department of English also has the Oswal- Sena Library, a rich resource of primary and secondary resources for reviewing and researching into the World Literature.
- **Facilitate timely auditing and submission of utilization certificate to the funding authorities:** Yes, these are all processed timely and relevantly.
- **Any other:**   The institution encourages students to undertake research projects mentored by the faculty.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

The College continuously strives to develop research culture and scientific aptitude amongst the students.

- Regular Seminars, Lectures and Workshops are organized on various issues (refer Annexure 1).
- The college encourages students to participate in beyond class room activities, such as; field visits to various research institutes (refer Annexure 2)
- Eminent speakers from different fields are invited who interact with students (Refer, Annexure 3).
- Research projects by students are encouraged and appropriate mentoring is provided. These research projects are carried under Star College Scheme and BIF (funded by DBT). Bioinformatics projects are undertaken by students which helps them to understand the   complementation between dry-lab and wet labs. (Refer to Annexure 4).
- The college participates in the Innovative Project Initiative of the University of Delhi and since 2012, up to 5 projects have been awarded annually. Here students from different courses join hands for scientific investigations, thus emphasizing the

interdisciplinary nature of their projects. Students are paid monthly stipend as well. (Refer, 3.1.4)

- The Pathfinder Awards in Science, Commerce and Humanities encourages students, under the guidance of a faculty mentor, to research socially relevant problems and suggest innovative solutions. (Refer to Annexure 5)
- Add-on courses are offered to students, which further enhances their academic skills, (Refer, 2.2.3)
- The College has a Computer laboratory with a large number of computers where teachers and students can make use of the internet for referring to e-books and journals for making literature surveys. This facilitates use of contemporary methods of teaching through ICT and electronic media.
- Each Department and academic course including B.Sc. Programme, B.A. Programme and B.Com. have their own societies/associations which bring out the talent of students. Many departments publish newsletters and journals and these are managed by students' editorial board under the guidance of the faculty advisors. Panorama is a unique initiative of the Commerce department, where the faculty share their research based knowledge on contemporary issues and topics through presentations and active discussions.

Hence, an overall stimulating research environment is provided along with suitable incentives to encourage and develop passion for research in fields of Humanities, Commerce and the Sciences.

Give details of the faculty involvement in active research

All faculty members are actively involved in one or more of the research projects mentioned below.

1.Individual Research projects: Projects sanctioned by UGC (Major and minor projects), DST (Regular and FAST TRACK projects), ICSSR etc.

2.Institutional Research projects: CPE-UGC grant, Star College Scheme-DBT grant, Bioinformatics Infrastructure Facility-DBT grant

3.Innovation projects: These are interdepartmental projects where students from different streams work together as a team and in interdisciplinary areas. These projects are funded by University of Delhi.

1. Individual projects/fellowships:

- **DST–BOYSCAST** Fellowship to Dr Poonam Sharma (2010-11) Title: To study the ecotoxicological effect of TiO_2 nanoparticles". Grant: Rs.1700000/-.
- **DAAD Fellowship** to Dr. Shweta Vandana (2010-2011) Title: "Nitric Oxide signaling".
- **UGC Major Grant** to Dr. Kavita Vasudev (2008-2011) Title: "Biochemical characterization and molecular evidence of a laccase from *Cyathusbulleri*. Grant: Rs.1100000/-.
- **DST FAST TRACK** to Dr. Aparajita Mohanty (2010-2013) Title: Phylogenetic analysis of *Prunus* genetic resources in India. Grant: Rs.1761800/-.

- **DST FAST TRACK** to Dr. Jasmeet Kaur Abat (2012-15) Title: Proteomic analysis of *Brassica juncea* floral proteome: identification of abiotic stress induced changes in the proteome. Grant: Rs.1142000/-.
- **DST FAST TRACK** to Dr. Geeta Saini (2013-16) Title: Synthesis of ambipolar molecules for electronic applications. Grant: Rs.1800000/-.
- **UGC Minor Grant** to Dr. Priyanka Pandey (2012-14) Title: "*In vitro* mass scale propagation of bamboo species". Grant: Rs.200000/-.
- **UGC-UKIERI Thematic Partnership-2012** to Dr. Vandna Luthra Title: "Tailoring and Optimization of Structural and electrical properties of semi-conducting oxide based nanostructured material suitable for novel gas sensing applications". Cost: Rs.1019765/-.
- **Raman Fellowship**–UGC (2014) to Dr. Vandna Luthra from Physics department was awarded Dr. Raman Fellowship by UGC to carry out research on Energy Materials especially Renewable Energy at Dept of Electrical and Computer Science, Binghamton University, New York. USA
- **ICSSR funded Research Project** (2014) to Dr. Preeti Pant, Project entitled "Understanding Spirituality in Higher Education and Enhancing Spiritual Being in College Campuses" as project director. Grant: Rs.350000/-.
- **Fulbright Nehru Postdoctoral fellowship** (2013-2014): to Dr. S.H. Rizvi, Department of Psychology, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, U.S.A.
- **ICSSR Funded Fellowship awarded** (2012-2013) to Dr. Manisha Priyam, Department of Political Science, for Postdoctoral Research on 'Political Economy of Higher Education in India: Exploring the Principles for Reform, 1991-2012'.

2. Institutional Projects

Projects such as CPE-UGC grant, Star College Scheme-DBT grant, Bioinformatics Infrastructure Facility-DBT grant have provided impetus to teachers to guide undergraduate and post graduate students to do research and submit project reports. (Annexure 4)

Innovation Projects: These projects are awarded by DU to encourage interdisciplinary research with undergraduate students as the working force.

Table 3.1.4(a)

Name of the Faculty	Title of the Innovation Project	No. of Students mentored
2012-2013		
Dr. Vandna Luthra Dr. Indu Sidhwani & Dr. Kavita Vasdev	**GC 101**: Synthesis characterization and anti-microbial properties of silver Nano particles using green methods.	Physics-4 Chemistry-3 Microbiology -3
Dr. Neelam Sachdeva Dr.Alka Garg & Dr. Nisha Gupta	**GC 102**: To devise a cost effective set up for cell identification, characterization and separation.	Physics-5 Zoology-5
Dr. Chhaya Sawhney Dr. Anjana Neira Dev &	**GC 103:** Daasten-e- Niswaan (Stories of women).	B. El. Ed.- 5 English-5

Name of the Faculty	Title of the Innovation Project	No. of Students mentored
Dr. Veena Sharma		Hindi-5
2013-15		
Dr. Indu Sidhwani Dr. Sushmita & Dr. Veena Tucker	**GC 201**: A Green Chemistry approach to combat stress in the undergraduate chemistry Laboratory.	Chemistry -6 Psychology- 4
Dr. Promila Kumar Dr. Geeta Kichlu & Dr. Sangeeta Jairath	**GC 202**: Waste Management at Gargi and neighbouring areas	B.Com. (H)-3 Maths -2 BA (Prog)- 2 B.Sc (Prog)- 3
Dr. Monica Gupta Ms. Sailaja Modugu & Ms. Aparna Joshi	**GC 203**: To deepen understanding of practice in ecological living' A multi-disciplinary perspective	B.El.Ed.-10
Dr. Geeta Mehta Dr. Indu Dutt& Dr. Vandana Luthra	**GC 204**: Enabling technologies for Pine needles from a disastrous waste (forest fires) to multitude of applications: energy, capacity building, employment and environmental benefits for Himalayan regions	Botany-6 Physics-4

Faculty members involved in collaborative projects with other national / international collaborations:

Table 3.1.4(b)

1	Project by Dr. Aparajita Mohanty (Dept. of Botany, Gargi College, DU) in collaboration with Dr. Babeeta Chrungu Kaula (Dept. of Botany, Zakir Husain Delhi College, DU) entitled "In silico analysis of phylogeny and PCR amplification of putative genes of rhamnosyl transferase (RT) in green plants.
2	Dr Aparajita Mohanty (Gargi College) supervised M.Sc Thesis of Ms. Vidisha Minhas (Amity University) Thesis Title: "Plant mitochondrial genome analysis for assessing its importance in phylogenetic studies".
3	Dr. Aparajita Mohanty (Gargi College) supervised M.Sc Thesis of Ms. Priyanka Babuta (TERI) Thesis Title: "Bioinformatics analysis of sequence and conserved motif in rhamnosyl transferase in plants".
4	The innovation projects also are done with between various research labs and institutes such as Department of Physics & Astrophysics, University of Delhi, Indian Institute of Technology, New Delhi, National Physical Laboratory and Inter University Accelerator Centre.
International collaborations:	
1	Dr. Vandna Luthra (Department of Physics), Gargi College was awarded a scheme on "Tailoring and Optimization of Structural and electrical properties of semi-conducting oxide based nanostructured material suitable for novel gas sensing applications" under UGC-UKIERI Thematic Partnership-2012.
2	Collaborative program between College of Open Learning (COL), DU and Edinburgh College, Scotland: Dr. Vandna Luthra was one of the four digital literacy champions in the programme.

Table 3.1.4(c)   Supervision of research students

Faculty	Ph.D. /M.Phil./M.Sc.
Department of English	
Dr. R. Chakravarty	Co-supervision of Ph.D. thesis (Dhaka University)
Dr. Anjana Neira Dev	Member of the Research Committee for students pursuing Ph.D. from the Department of Education, University of Delhi
Department of Commerce	
Dr. Geeta Sidharth	Co-guided a student for Ph.D. research, DU on the topic of Employee engagement – a study of select organizations (2013)
Department of Psychology	
Dr Veena Tucker Dr. Neera Pant	Supervised the Ph.D. of Dr. Poonam Phogat , Gargi Alumnus, DU Title: "Developing a Life skill intervention for street children" (2010) Supervised the Ph.D. of Shweta Kapur, Gargi alumnus, DU Title: "Enhancing organizational performance: a positive psychological perspective" (2014)
Department of Mathematics	
Dr. Promila Kumar	At present guiding two Ph.D. students, DU Guided one M.Phil. student to write dissertation entitled "Generalized Invexity with Applications in Mathematical Programming" (2010-14)
Department of Political Science	
Dr. Joya Bhattacharya	Presently Supervising a M.Phil. student enrolled in DU on the topic," Role of media in Elections" (2014)
Department of Sanskrit	
Dr. Sunita Gupta	Supervised four students, namely Neetu Sharma, Jyotsana, Kalpana Sharma and Santosh Kumar, on "Sanskrit Poetics" for Ph.D.; one student is pursuing Ph.D. registered in DU (2014); She also guided two students for M.Phil.
Department of Botany	
Dr. Aparajita Mohanty	Supervised: (i) M.Sc Thesis of Ms. Vidisha Minhas (Amity University) Thesis Title: "Plant mitochondrial genome analysis for assessing its importance in phylogenetic studies". (ii) M.Sc. Thesis of Ms. Priyanka Babuta (TERI) Thesis Title: "Bioinformatics analysis of sequence and conserved motif in Rhamnosyl transferase in plants".
Department of Physics	
Dr. Vandana Luthra	Co-Supervision of Ph. D Thesis: Synthesis and characterization of PZT based ceramics and thin films jointly with Prof RP Tandon, Department of Physics and Astrophysics. Nov 2010. Supervising four students for Ph.D. Anita, Rajveer Singh, Neha Sharma & Sachin Kumar.

3.1.6 Give details of workshops/ training programmes/sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

Periodically, the college conducts workshops and seminars on various topics including Research Methodology to develop a research culture. The college organizes summer workshops, symposia and panel discussions for students as well as faculty members. Workshops and Manuals are also made for laboratory staff to keep them updated about the evolving modern techniques used in practical classes. (Annexures 1, 5).

Add on courses

- Many Add on courses are conducted to provide an extra edge to Gargi College students and others. They are as mentioned in 2.2.3.

Career Intensive Course

- Advertising and Marketing Communication
- Banking and Financial services
- Mass Communication

Certificate Courses in Foreign Languages

- Certificate Courses in German

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

Table 3.1.7

Department	Prioritized research areas and the expertise available
Elementary education	Integral Psychology and Integral Education
Botany	Plant tissue culture, Biotechnology
	DNA bar coding in plants
	Bioinformatics analyses of chloroplast genomes
	Population studies of medicinal plants, Molecular Biology
Chemistry	Green Chemistry
	Computational Chemistry
	Virtual Lab
	Synthetic Organic Chemistry
	Coordination Compounds as catalysts
	Magnetic Fluids and Nano-science
	Conducting Polymers
	Spectroscopy
	Biophysical chemistry
Commerce	A Critical Study of Agricultural Financing by SBI with Special

Department	Prioritized research areas and the expertise available
	reference to Delhi Circle
	An analysis of India's Balance of Payments
	Two decades of India Russia energy cooperation – Hydro Carbons and Nuclear Energy 1991-2010
	A Study of certain aspects of household savings behaviour in the NCT of Delhi
	The relationship between Investors and Fund Managers- Implications for Mutual Fund Industry in India
	Job Satisfaction: A study of working doctors
	India's Trade Relations with SAARC countries during nineties
	Investor Protection in the Indian Capital Market
	Customer Services in Kashi Gramin Bank: A case study of Varanasi District
Economics	Electricity Sector and Common Property Resources
	Quantifying the qualitative dimensions of Labour Economics
	Economic Growth and Urbanization in India
	Intellectual Property Rights and Indian Pharmaceutical Industry.
	Political Macroeconomics
English	Translation, Literary Criticism, Gender Studies, Contemporary Literature; Tagore, The problem of subjectivity in feminist theory and practice: A cross-cultural study of contemporary women writers.
	Indian English Literature, Detective Fiction, Women's Writing, English for Special Purposes, Academic Writing, Business Communication; Creative Writing, Nations Within and Without: A Study of Seven Post Independence Indian English Poets.
	Eighteenth century Novels, Language and Literature in Colonial Bengal.
	Comparative Literature, Culture Studies, English Language Teaching, Indian English Literature: A Critical Inquiry into Reading Strategies and Pedagogy.
	Oral literature, cultural studies, Post-modernism and Critical Discourse Analysis, Sociolinguistics.
History	Urban Social, Economic and Political History; History of Freedom Movement and Agrarian Economy.
	Medieval, late medieval Indian history, early modern Indian history, social, religious and cultural history of India, Indian art.
	Environment and History: A Study of the Interface of Environment and Culture in the Brahmaputra Valley during the Pre-Ahom Period.
	Ancient Indian History, Investigating the Archaeology of Female Figurines in Northwest India (upto c. 100 BCE), Refiguring the Terracotta Figurines of North India (upto c. 100 BCE)
	Ancient Indian History, representations of gender relations in the plays of Kalidasa and the Kamasutra.
	Modern Indian History, Proscribing Ideas: Censorship in India, c. 1930-60.
	Modern Indian History and History of Education, Indian National

Department	Prioritized research areas and the expertise available
	Congress and Education (1885-1947)
	Body Politic: Sexuality, Health and Hygiene in the Colonial era (1860-1930).
	Genre of medieval biographical literature or *tazkiras*
Maths	Mathematical Programming
Philosophy	Platonic Studies, Greek Philosophy, Aesthetics, Applied Ethics, Gender Theory, Bio-Medical Ethics, Philosophical Analysis, Love: A Conceptual Analysis.
	Greek Philosophy, Marxism, Existentialism, Western Philosophy, Philosophy of Religion, Critique of Religion with Special Reference to Marx and Existentialism.
	Social and Political Philosophy, Logical Reasoning, Ethics, The Concept of Corruption: A Philosophical Study in the Light of John Rawls' Theory of Justice.
	Ethics, Philosophy of Religion, Epistemology, Logic, Indian Philosophy. Truth and Rationality: A Critical Study of Bernard Williams' Ethical Theory.
	Indian Philosophy, Logical Reasoning, Indian and Western Epistemology, Ethics, Rationality of Traditions.
Physics	Nanotechnology
	Material Science (Ferrolectrics, semi-conducting oxides, Conducting polymers)
	Semiconductors
	Green Techniques and Approaches of Synthesis
	Group Theory and GF Matrix
	Optoelectronics & Fiber Optics
	Astroparticles
	Chemical Sensors
	Solid State Physics
	Energy Materials especially renewable energy
	Condensed Matter Physics
	Non Linear Dynamics
	Optical Encryption and Biometric security systems
	Biophysics
	X-ray Crystallography
Psychology	Applied social Psychology; Positive Psychology and Spirituality; Developmental Psychology; Emotional Psychology: Organizational Behaviour; Research Methods; Developing Interventions
Zoology	Immunology
	Bioinformatics research
	Digital imaging in animal systems
WDC	Women and safety in the city
	Women and domestic violence
	Institutional intervention, arbitration, mediation and counselling resources
	Legal and police procedural literacy and awareness

Department	Prioritized research areas and the expertise available
	Sexual harassment, prevention, prohibition and awareness-raising work
	Skill building to address gender bias in developing societies
	Women and literature
	Women and political institutions; Sexual harassment law
	Women and modernity/history/theology; sexual harassment law; psycho-social subjectivities; counselling including arbitration
	Queer studies and Sexuality; Sexual harassment, law
	Women and Agricultural work in the Indian North East; sexual harassment law

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students? (Please provide a detailed list of eminent speakers/experts invited to college and any collaboration/MOUs/agreements with outside agencies)

Eminent visitors to college

Panel discussions, lectures and interactive sessions by all departments are organized regularly. The college encourages visits of eminent scientists and professors by holding intercollege science festivals, departmental seminars and workshops, interdepartmental workshops etc. The Star College Scheme funded by DBT also facilitates visits by eminent scientists as well as visits of students and faculty to national institutes of repute. The interactions with prominent Scientists/Speakers in the year 2010-14 are given in Table 3.1.8. Refer Annexure 3 for details.

Table 3.1.8

Year	Title	Speakers
2010	The electronic media: Impact on National and cultural identities. (A 2 day UGC sponsored national seminar)	Shri Ravi Shankar Prasad, Shri Bhaskar Ghosh, Shri Rajdeep Sardesai, Shri Santosh Desai
	New frontiers of Biotechnology: An interscience seminar	Prof. V S Chauhan (Director ICGEB), Dr Suman Govil (Advisor DBT), Prof Vinay Gupta (DU), Dr Dwaipayan Bhardwaj (IGIB) and Dr Srinivasan (IARI)
2011	Proposal for a volume of essays entitled: Quest for excellence: Policy and Practice of higher education	Faculty Gargi College
	Chemistry in our lives (To mark International Year of Chemistry)	Prof Goverdhan Mehta (University of Hyderabad), Prof S Chandrasekaran (IISc, Banglore) and Prof Charusita Chakravarty (IIT Delhi)
2012	Conflict to Convergence: building holistic Prospective	There were five sessions on artificial intelligence, heritage conservation, and ethics

Year	Title	Speakers
		in science, UID Adhar Scheme and paradoxes of consumption. Honorable Vice Chancellor of Delhi University was the Chief guest.
	Epigenetics in Medicine and genetically modified crops	Prof Vani Brahmachari (ACBR), Prof. P Anandkumar (IARI), Prof Rakesh Bhatnagar (JNU)
2013	Health and Well Being	Prof. Syed Hasnain (IIT-Delhi), Prof. Sameer Bakshi (AIIMS)
	Speaker of Excellence series	Inaugural addresss Dr Karan Singh on Inter-faith.
2014	Life and Environment	Dr.Kshipra Mishra (DIPAS, DRDO) Prof. Aditya Mittal (IIT-Delhi)
	Indo-UK conference on "Recent advances in chemical sensors"	Dr. Russell Bionins from Queen Mary's College, UCL, U.K.
	Interaction with students	Dr Vijay Raghavan (Secretary, DBT)
	Cancer Biology Symposium	Prof. Theresa Marteau, University of Cambridge
2015	Science and Society	Prof. S.K. Brahmachari (Founder Director, IGIB), Dr. Sujata Mohanty (AIIMS), Prof. V.S. Chauhan (Director, ICGEB)

MoUs between college and other institutes/organizations

- College has MOUs with DBT for
  i)   Star college Scheme
  ii)   Bioinformatics Infrastructure Facility
- College has MOU with National Institute of Immunology under 'Science-Setu' Programme'
- College has a MOU with Finance Investment cell, College of Vocational Studies, and Marketing Society of Gargi College.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

Sabbatical leave for College teachers was introduced in 2013. One teacher, Dr. Indu Sidhwani from Dept. of Chemistry, has availed this leave to finalize and prepare a total non-toxic eco-friendly scheme for anion analysis which will benefit all students studying chemistry.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community Lab to land.

At Gargi College several initiatives have been taken up for creating awareness and in transferring relative findings of research of the institution and elsewhere to students and community. Student inclusive research initiatives are through:

- Innovation projects (Refer Table 3.1.4(a))
- Pathfinder projects (Annexure 5)

To create awareness as well as motivate students of every new batch to take up research along with their regular curriculum, the college publishes the project details in:

- The Annual report
- College magazine LOGOS
- Presentations, charts and hand books which are displayed at the annual festival of Delhi University- *Antardhwani*.

The initiatives of the department of Elementary Education at societal level include the following:

- Organised workshop for the teachers of 10 NDMC schools to disseminate information about ecological living; Created two green NDMC schools as a part of the innovative projects.
- Organised Multi-displinary conference on '*Artificial Intelligence and its import for human civilization* Nov. 2012, Gargi College.'
- Organised Symposia- Education for personal growth; psychological dimensions September, 2012; Gargi College.
- Organized panel discussion on Evaluation in schools: Issues, challenges and trends February, 2010; Gargi College.
- Organised seminar on Gandhi and Environment November, 2014, Gargi College.

Under the **Innovation Project** funded by University of Delhi

- GC-201 on 'A Green Chemistry approach to combat stress in the undergraduate chemistry laboratory."
  The innovation project of Green Chemistry is significant in bringing changes in experimentation in chemistry labs by replacing harmful chemicals with safe ones. Teachers and students involved in this research have been creating awareness about green chemistry by sharing their research findings with other students in the campus as well as in other colleges.
- GC-202 on "Solid Waste Management at Gargi and Neighboring Areas", the following were achieved:
  - Making efforts to make Gargi a zero waste zone.
  - A biogas plant is installed in college which processes the biodegradable waste to produce gas.

- Safer disposal of plastic, paper and E-waste is ensured by sending it to an authorized agency.
- The innovation project "Enabling Technologies for pine needles from a disastrous waste (forest fires) to multitude of applications: energy, capacity building, employment and environmental benefits for Himalayan regions" focused towards creating social awareness.
    - This project has demonstrated how the laboratory work complemented with social interaction with people of Uttarakhand village could benefit the people in hilly regions. In this project, pine a needle, a bio-waste in the Himalayan region was chemically treated and crude paper was made that could be used to make egg and apple trays, cardboard etc. Some handicrafts like baskets, coasters were also made using pine needles and the local women were also taught to make these products. This project thus explored the possibility of self-employment for people in the hills.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research?

Table 3.2.1   **Research Budget (Rs.)**

Year	Receipts	Payments	Departments
2010-11	5,71,600	22,400	Science
2011-12	6,66,200	1,68,501	Science
2012-13	683300	2,88,549	Science
2013-14	7,53,950	1,56,904	Science

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

No

3.2.3 What are the financial provisions made available to support student research projects by students?

The financial provisions made available to support student research projects are:

- Innovation project student stipend of Rs.1000/- per month
- Innovation Project grants from the University of Delhi.
- Star College Scheme by Department of Biotechnology.
- CSSS fellowship (Centre Sector Scheme Scholar) given by CBSE/HBSE 10000 per year).
- INSPIRE Fellowship
- NSS Scholarship
- A number of cash awards instituted by the faculty for meritorious students.

3.2.4 How do the various departments/units/staff of the institute interact in undertaking inter-disciplinary research?

All the Departments of Gargi College, across disciplines, are actively involved in inter-disciplinary research and always motivate the students to indulge in inter-disciplinary research. Annually, all the Science departments come together to hold Science Festival "Scintillations" which include inter-disciplinary seminar, poster presentation and fun events. In-addition a number of Inter-disciplinary summers schools, workshops and research projects are carried out in Gargi College on regular basis. All innovation projects are interdisciplinary in nature (Refer Table 3.1.4(a))

Table 3.2.4   Inter-disciplinary Workshops/ Summer Schools

Month/Year	Area concerned (Target group)	No. of Participants
June 2010	Bioinformatics, Molecular Biology, Microbial genetics, Plant Tissue Culture (Gargi College students from Biological Sciences)	16
Sept. 2010	A practical Approach to Bioinformatics (Gargi College faculty)	38
Jan. 2011	Data-mining using bioinformatics tools (Gargi College students)	44
Dec. 2012	Role of Bioinformatics in Genomics (Teachers & Students of Sciences from Gargi College)	30
August 2013	Recent Techniques in Biological & Physical Sciences (Laboratory Staff of Gargi College)	25
August 2013	Familiarization with common plants in Gargi College (Laboratory Staff of Gargi College)	25
May 2014	Summer workshop on Interdisciplinary sciences (Students of Sciences from within & outside Gargi College)	30
June 2014	E-Resources on ICT enhanced Learning Methodologies for Biologists (Students of Sciences from Gargi College)	43
2011-2012	Technical Writing and Communication in English in collaboration with the Department of English, Delhi University	50
2013	Green methods and techniques (students from Gargi as well as Miranda, Hindu, Venkateswara and Maitreyi colleges participated)	50
2013	Celebrations and Confrontations in Environment, Prof. Dunu Roy, Ms. Monisha Jha with INTACH	50
2014	Statistical Packages for Social Sciences, Abhishek Kumar, DU	50
2014	Significance of strength and use of Clifton Strength Finder for Career and Self Development, Mr. Pradeep Dutt	40

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

All the instruments available in laboratories can be accessed any time by the students or faculty for research purpose. Our laboratory staff is very cooperative, helpful and hard working. They are ready for extra work for lab support in research projects. Students are encouraged to perform all experiments individually which are part of their practical curriculum to make sure that students get a hand-on experience of all techniques.

Workshops are organized on a routine basis to provide exposure to students to techniques outside the curriculum. Projects are designed in such a manner that maximal use of all the equipment available in the department is done.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If yes, give details.

In 2008 Gargi College has been awarded prestigious "**STAR COLLEGE SCHEME**" by the Department of Biotechnology (DBT, Government of India) for promotion of research component in undergraduate education. Recently, on the basis of performance, all the science departments of Gargi College were awarded "Star College status" by DBT.

Gargi College is the only undergraduate women college to have "**Bio-informatics Infrastructure facility"** (BIF) by DBT to promote innovation in Biology Teaching through Bioinformatics.

Innovation projects funded by University of Delhi are also helpful in developing these facilities. There are also individual projects, from UGC, DST, ICSSR etc. which contribute towards the development of research facilities (Refer 3.1.4).

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The college provides both logistic and academic facilities.

Infrastructure facilities:

The College library is well-stocked and it is consistently updated with the latest literature across disciplines, and with the recent e-journals, suitable to various academic disciplines. There is free 'Wi-Fi' facility available along with ICT resources. Both the students and faculty are entitled to access these.

Science department's research is successful only because it has both the basic facilities but also specialized facilities in the recognized and awarded laboratories of the college. Refer 3.1.1.

Mentoring Facilities:

The University of Delhi dynamically encourages changes in the curriculum and these are mandated by all its constituent colleges, including ours. The college ensures that the changing needs of students and researchers, both within the curriculum and beyond it are appropriated in a well designated way. Proper policies and strategies, in addition to the infrastructure facilities, enable research possibilities in Sciences, both for the students as well as for the researchers. Our college does it through Pathfinder Projects, and Student Research Projects. Refer Annexure 5)

3.3.2 **What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers specially in the emerging areas of research?**

Refer 4.3.3.

3.3.3 **Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?**

Yes,   refer 4.1.2 and 4.4.1.

3.3.4 **What are the research facilities made available to the students and research scholars outside the campus/other research laboratories?**

This is done by encouraging students to become members of libraries outside the college, such as British Council, American Center, and Sahitya Academy Libraries. Besides these, there is an availability of the Library, Laboratory and e-resources.

3.3.5 **Provide details on the library/information resource center or any other facilities available specifically for the researchers?**

Refer 4.2.

3.4 **Research Publications and Awards**

3.4.1 **Highlight the major research achievements of the staff and students in terms of**

- **Patents obtained and filed (process and product):** N.A.
- **Original research contributing to product improvement**: N.A.
- **Research studies or surveys benefiting the community or improving the services.**

All studies/ surveys have been categorized under (i) Research/ Surveys benefitting student's community & (ii) Research inputs contributing to new initiatives and social development

Research/ Surveys benefitting student community: Pathfinder/Innovative projects

Pathfinder and Innovative projects, involving a socially sensitive student research being mentored by teachers in many applied areas such as:

A Green Chemistry approach to combat stress in the undergraduate chemistry Laboratory: Psychology students in an open-ended questionnaire surveyed about 300 students involving various questions regarding safety, toxicity and indoor air pollution. Some of the results indicated that none of the students were aware of indoor air pollution (GC-201)

To deepen understanding of practice in ecological living: A multi-disciplinary perspective. A compendium, titled 'Green Activities for Primary School Children: A Resource Book' that can be of use both for student teachers and teacher educators has been created. An audio-visual resource, titled 'Listening to Our Planet' that represents the key learning of the student-teachers from this project has also been created. (GC-203)

Enabling technologies for Pine needles from a disastrous waste (forest fires) to multitude of applications: energy, capacity building, employment and environmental benefits for Himalayan regions: projects resulted in the use of pine needles for making recycled paper, cardboard, egg trays and apple trays and decorative items which could generate income for the villagers. (GC-204).

Refer Annexure 5 and Table 3.1.4(a)

Some Other Applications of Research

- Impact of Crèche facility in office place on work life conflict and stress led to establishment of crèche facility in our college.
- Situational and dispositional factors affecting work satisfaction in 2005 and concluded that positivity and intrinsic factor affect work satisfaction so must be given importance in human resource planning in organizations.
- Spirituality and meditation on Job satisfaction in 2006 and concluded that meditation and spirituality may not be fad only, rather these may prove very effective and least cost methods to improve motivation and performance,
- Impact of Choice of Occupation work satisfaction in 2007 that emphasized the importance of self- decision in career choice in getting satisfaction from work.
- Intervention programmes have been developed to prevent 'Adolescent risk behaviour' and 'life skill intervention for street children'. These have been based on the research findings in Psychology projects.

3.4.2   Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

N.A.

3.4.3   Give the details of publications by the faculty

Refer Annexure 6

3.4.4 Provide details if any of:

Table 3.4.4   Research Awards received by the faculty

Department	Awards
Botany	Dr. Geeta Metha – awarded "Teaching Excellence award" by University of Delhi 2014. Dr. Geeta Mehta – Awarded Teaching Excellence award for Innovations (2014-15) by D.U.
Chemistry	Dr. Indu Tucker Sidhwani- Meritorious award for Higher Education by Govt. of NCT of Delhi (2013). Dr. Sushmita Chowdhury- Awarded distinguished award by D.U. Dr. Indu Tucker Sidhwani and Dr. Sushmita Chowdhury -Awarded teaching excellence award for innovations (2014) by D.U.
Physics	Dr. VandanaLuthara – Awarded meritorious teacher award –NCT Delhi 2012 UGC-Ukieri Thematic Partnership award (2013-2015) Awarded Digital Literacy Championship – (2014) (Under collaboration between COL and Edinburgh College, Scotland) Awarded Post-doctoral Fellowship – Raman Fellowship by UGC – (2014-2015) availed at State University of New York (Binghamton) Dr. VandnaLuthra and Dr. Indu Datt – Awarded teaching excellence award for innovations (2014-2015) by D.U.
Psychology	Dr. Veena Tucker- Awarded teaching excellence award for innovations (2014) by D.U. and Meritorious award for Higher Education by Govt. of NCT of Delhi Dr. Sabeen Rizvi- Fulbright Postdoctoral Fellowship University of North Carolina, USA (2013-2014) and Adjunct assistant Professor Department of Psychology, University of North Carolina, USA (2014)
Political Science	Dr. Manisha Priyam Awarded the Indian Council for Social Science Research's National Award (2012-2013) for Postdoctoral Research on 'Political Economy of Higher Education in India: Exploring the Principles for Reform', 1991-2012
English	Dr. AnjanaNeira Dev- Awarded E-Teacher Scholarship by the Regional Language Office of the US Embassy 2011. Dr. Sutapa Dutta-Early Career Eighteenth Century Scholars Grant by The International Society for Eighteenth Century Studies (ISECS) and Manchester University, U.K. for research work on colonial Bengal, September 2014.
Zoology	Dr. Poonam Sharma (Department of Zoology) received the "BOYSCAST FELLOWSHIP 2009-2010" by Department of Science & Technology (DST), Ministry of Science and Technology, Government of India for conducting advanced research/ undergoing specialized training in the area of Ecological Engineering for a duration of twelve months at LIEBE-CNRS, Metz, France. Ms. SupriyaSingh (Department of Zoology) received UK's Split Site Commonwealth Scholarship (Visiting student as part of Overseas education institution award) at 'The Peter Medawar Building of Pathogen Research',

Department	Awards
	Dept. of Pediatrics, University of Oxford, UK
Elementary Education	Ms. Vanita Chopra- Selected and sponsored by Regional English Language office (RELO) U.S Embassy to attend TESOL International Conference at Toronto, Canada from 25th March-28th March, 2015. Ms. Vanita Chopra-Selected in an International Professional Development Exchange Program in the U.S Department of State's English Access Microscolarship Program for two week from 24th of March till 7th of April , 2014 (- Certificate of Completion in recognition of successfully completing the Education Administration Institute sponsored by the U.S, Department of State on Educational leadership, Professional development and evaluation methodology, Formative assessment practice in English at secondary level, English language program planning, Educational policy development, Budgeting and finance for higher education, ESL pedagogy , Integrating University based ESL programs from March 31st – April 5th in Denver, Colorado, U.S.

3.4.5 Incentives given to faculty for receiving state, national and international recognitions for research contributions

Gargi College motivates all the teachers to explore research avenues beyond curriculum teaching and for achieving this infrastructure is provided by the college in terms of space for conducting experiments library along with reference section for access to published research material Computer and Internet facility.

Incentives are given to faculty for receiving state, national and international recognitions for research contributions in terms of recognizing their work in council of teachers and publishing their contributions in annual report of the College.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

As per the Delhi University norms, no faculty member from any of its constituent colleges, including Gargi College, can provide a full time consultancy to any Organization and Industry. Hence, revenue generation cannot be cited as a criterion for rendering her/his expertise. However, in order to provide students with a holistic and an enriched learning experience, the institution encourages an industry-institution interface. This task has been quite enthusiastically undertaken by some departments like Applied Psychology, Sciences, Commerce and BBE, along with the Placement cell of the college. Refer, 5.1.4.

However, the teaching faculty is consulted by academic and research institutes to render their expertise as resource persons or as key presenters or as lectures. There is only an honorarium attached with this practice and no other commercial transaction.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

There is no institutional policy in place. However, at an individual level, the teaching faculty is invited as a resource person, key speaker etc. in various academic bodies. Also, teachers are encouraged to engage in meaningful discussions on related topics, in organising seminars and talks by Experts for students, and conducting workshops for students. Individual teachers have personal networks that have been parleyed for institutional use. Refer Annexure 7.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

As mentioned in the earlier part of this question, 3.5.1 the teaching faculty is consulted by academic and research institutes to render their expertise as resource persons or as key presenters. These presentations etc., are **not meant for generation of revenue/funds**, there is no monetary benefit accorded either to any individual teacher, or to the institute.

3.5.4 List the broad areas and major consultancy services provided by the institution and their revenue generated during the last four years.

N.A.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

N.A.

3.6   Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood- community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

At Gargi, we believe in Gandhiji's dictum, "Earth provides enough to satisfy every man's need, but not every man's greed". Gandhi, in his vision for India, envisaged a system of devolved, self-sufficient communities, sustaining their needs from the local environment, and organizing income generating ventures around co-operative structures. As if following Gandhi's dictum of **holistic education**, Gargi College has a dynamic NSS and Equal Opportunity Cell, and a co-curricular activity group entitled Gandhi Study Circle. Almost all academic departments, and especially the departments of B.El.Ed and Applied Psychology are proactively a part of NSS and Eco Clubs. Besides these, Gender sensitization workshops, workshops on inclusion, WDC, Self -development, safety walks are regularly conducted with students and staff. Alongside gender sensitization and societal and community outreach programmes, For creating an awareness about duties of good citizenship and inculcating virtues of a regulated, well- disciplined conduct, the college has a strong NCC. In order to sensitize our students about the global concerns of ecology and environment, the Botany and Chemistry departments have undertaken a series of

projects. Alongside these, a lot of Eco-Club activities are initiated. Gargi College has an Enactus society that has been instituted by students pursuing Commerce, Economics and Business Economics, across Delhi University Colleges, to promote social entrepreneurship.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements/activities which promote citizenship roles?

This initiative is well brought out in the National Cadet Corps (NCC) unit of the college. A brief review of NCC is as follows:

Every year, approximately 50-55 students are enrolled to the first year of NCC. So, we have total of 160 cadets from all the three years of under-graduation. For these cadets college sports field is used for parades/classes which take place on every Wednesday and Friday from 7.30am to 9.30am for which a PI Staff of the rank of Havaldar or equivalent comes to instruct them on ground. ANO is also available for these parades.

During these classes NCC cadets are trained to do parade on ground. Also, the ANO teaches them various theory subjects like Armed Forces and Military History, Battle Craft, Map Reading, Personality Development and Leadership, Weapon Training, National Integration, Civil Affairs & Disaster Management, Health and Hygiene etc. Towards the end of every academic year, Organization of NCC conducts exams for A, B, and C Certificates throughout the country in the month of February. As a result of these exams cadets are awarded with A, B and C Certificates, by NCC organization, for each successive year till the third year apart from their formal graduation. These certificates are acknowledged throughout the India as extra merit at the time of appointments in several jobs, especially in Defence Services/Armed Forces.

Refer criterion 5.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

All the stakeholders, the students, teachers, and the technical assistant staff are proactively involved in various wings of co-curricular activity units like NSS, WDC, Eco-Club, etc.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Provide the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies?

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

For all the above sought queries between 3.6.4 and 3.6.9, the responses are as follows:

The College has an active NCC, Equal Opportunity Cell, WDC, B.El.Ed School programmes, besides the Eco Club, Gandhi Study Circle and Enactus. They are enumerated and delineated as follows:

National Service Scheme (NSS)

NSS of the college works dynamically towards the following goals:

To understand the community in which the students work; (ii) To understand themselves in relation to their community; (iii) To identify the needs and problems of the community and involve them in problem solving process. (iv) To develop among themselves a sense of social and civic responsibility; (v) To utilize their knowledge in finding practical solution to individual and community problems; (vi) To develop competence required for group-living and sharing of responsibilities: (vii) To gain skills in mobilizing community participation; (viii) To acquire leadership qualities and democratic attitude; (ix) To develop capacity to meet emergencies and natural disasters; and (x) To practice national integration and social harmony.

Gargi College's unit of NSS collaborates with following NGOs regularly:

Collaboration with NGOs

Blood connect, Agrasar, Udayan care, Stree, Save the quest, Inspiration, 3HS, Cheshire Home and Family of Disabled.

Besides these, NSS, Gargi College is regularly associated with:AADI (Action for Ability Development and Inclusion) etc.

In addition to these standalone events, efforts have also been taken to routinely organize various socially responsible drives including a cleanliness drive on campus, active newspapers and clothes donation drives being upheld in collaboration with FOD, Goonj and Guild of Service.

B.El.Ed School Projects

Besides these societies and clubs, Gargi College's B.El.Ed Department's School projects cater largely to extension services, along with NSS. Also, as a regular part of curriculum, the department Community Outreach programmes include: Visit to slums, marginalized communities etc. For details, Refer to B.El.Ed. department's evaluative report.

Equal Opportunity Cell (EOC)

The College students get their stakeholders' prerogative of being treated equally with respect and dignity through the Equal Opportunity Cell. This cell committed to provide an equal platform to every student and to specifically cater to the requirements of differently abled students of the college. The Cell has been regularly organizing a UGC sponsored course on Positive Discrimination for the last five years. The objective of the course is to sensitize students regarding the prevailing inequalities in the society. Lectures were delivered by eminent academicians and practitioners on issues of affirmative action, social exclusion, equity, justice, disability etc. Our differently abled students have regularly participated in University sports competitions and won prizes. The Cell organized two inter college cultural fests for the differently abled students of the University The Cell constantly works in coordination with the Equal Opportunity Cell of the University to facilitate smooth implementation of all the polices and initiatives for the differently abled students of the college.

Women's Development Centre (WDC)

The main activities include:

- Workshops and trainings in a variety of gender-based areas such as feminist team-building, women in the workforce, child sexual abuse, psycho-social resource provision, legal awareness, etc.
- Seminars, Lectures and Panel Discussions by resource persons from outside College.
- NGO profiling for collaborative activity on issues and ideas.
- Database creation for benefit of student community, for example, the Outstation Students Centre mobilizes resources for outstation students.
- Audits and Assessments of the state of the art in gender work, including the provision of platforms for students to present research findings from work herein.
- Publication of such research in various platforms.
- The preparation of materials for in-house sensitization of all students and for awareness work on areas such as the law and police procedure.
- The development and conduct of add-on courses and trainings; the add-on course "Gender and the Law," successfully concluded in 2010-11, featured ten individual lectures/lec-dems/workshops/field work of two hour duration each, with eminent resource persons conducting each session.
- Routine activity such as the screening and discussion of documentary films made in India are fora accessed by hundreds of students over each semester and contributes greatly to the tools available for the examination of gender-based issues by a student.
- Alumni trainings and networking through collective activity.

WDC undertakes and initiates a number of projects for all stakeholders, viz., students, academic and non-teaching staff. The WDC in our college is very active and workshops are held to train the girls in self-defence workshops. Trained counsellors are invited who address the students and offer suggestions on any problem faced by them.

Eco-Club

Eco-Club is a non- cultural society and as active member of society organized series of lectures regarding environmental issues. During the academic year of 2012-13 ECO-Club installed Rainwater Harvesting Plant at Gargi College. Eco-Club is to create 'Clean and Green Consciousness' amongst students through various innovative methods by distributing free sapling on 'World Plantation Day' and to involve students in open-oriented programmes in college such as Best out wastes, workshop on Paper-Mache and competitions on environmental problems.

This involves many students who work towards creating awareness related to environment, by

- Organizing lectures
- Establishing rain water harvesting unit in college campus
- Recycling of solid waste for conservation of energy
- Imparting knowledge in separation of biodegradable and non-biodegradable wastes of college
- Developing green methodology

Students are also encouraged to participate in organisations such as Leaders for tomorrow and Education Tree and are involved in tree plantation drives, cleanliness drive, visits to shelter homes.

Gandhi Study Circle

Among the primary Co-Curricular activities, Gandhi Study Circle is an important part of Gargi College activity.The invaluable moral and political legacy of Gandhiji has been kept alive through this study circle. This society holds lectures lectures and talks every year to encourage students to uphold values like non- violence and participate in the process of holistic education and character building.

ENACTUS

Enactus is an International non-profit organization that brings together students, business and educators who are committed to using the power of entrepreneurial action to enable progress around the world.

The mission and vision of Enactus-Gargi is to improve the quality of life of the less privileged in communities around us by educating, inspiring and stimulating the pursuit of sustainable, entrepreneurship, constructive co-operations and financial independence. With passion we will create social change and try building a better world. By using our cultural diversity to our advantage we will learn, inspire, and

teach in our local community the power to lead an independent and sustainable lifestyle.

Along with community serving we provide a platform to the student members of Enactus Gargi to explore the entrepreneur in them, and exploit their potential to make this world a better place. We also aim to unleash the entrepreneurial spirit of our members so that together, we can enable progress and empower that in need in our communities.

Our current project is "Project **Rachna**" – An initiative that revolves around recycling of old cloth materials and recreating numerous utility craft products with innovations; provide entrepreneurial opportunity to women and ensure a sustainable living.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

Refer Annexure 5 and 3.1.4.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives-collaborative research, staff exchange, sharing facilities and equipment, research scholarships, etc.

The Marketing Society of the Commerce Department has tied up with Finance and investment cell of College of Vocational Studies.

The Academic Collaboration and Exchange Committee of Gargi College participated in the UKIERI-SIP Initiative of the Ministry of Human Resources Development, Government of India. The college hosted 17 students from the UK on the 27-29 August 2012 and 50 students from the UK on the 20-22 August 2014. Two students from the college visited U.K. in June 2015 as part of the Exchange Programme.

There is on-going research collaboration with IIT Delhi, Physics Department, University of Delhi and National Physical laboratory (NPL), Delhi. Every year visits are arranged for the faculty and the students to IUAC to see their research facilities and equipment. Students also attend their summer schools to gain new insights about emerging areas of research.

Students attended a winter workshop at JNU which trained them to use instruments required to carry out research work. Research collaboration is on for the last two years with University College London, UK. Ph. D. students and faculties from Gargi College and UCL UK are visiting each other and carrying out research at their labs. A Ph.D. student visited Nayang Institute, Singapore and was trained on PLD (Pulse Laser Deposition) as a part of collaboration with Nayang Institute.

Raman Fellowship was awarded by UGC and availed by Dr. Vandana Luthra to work on Energy Materials at State University of New York, Binghamton, USA for 6 months.

The characterization facilities at USIC, Delhi University are used by the faculty and research students for advanced techniques like SEM (Scanning Electron Microscopy), Transmission Electron Microscopy, XRD (X-ray Diffraction) and Raman techniques.

"Science Setu" programme has been initiated by DBT which is a collaboration between Gargi College Departments of biological Sciences and National Institute of Immunology (NII), New Delhi, This collaboration encompasses summer training/internship programs for undergraduate science students of Gargi college; lectures by eminent scientists from the institute, organization of workshops with the institute under faculty improvement and student enrichment program.

3.7.2 Provide details on the MOUs/collaborative arrangements (if any) with institutions of national importance/other universities/industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

Gargi College has signed a MOU with National Institute of Immunology under the Science Setu Programme (details mentioned in 3.7.1).

The college collaborated with ILLL for organizing workshops on "Role of e-Technology in Academic Research and Teaching Learning Interactions College on 8-9 Dec.2011.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment/ creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories/library/new technology/placement services, etc.

The Academic Collaboration and Exchange Committee of Gargi College participates in the UKIERI-SIP Initiative of the Ministry of Human Resources Development Government of India. The college hosted 17 students from the UK on the 27-29 August 2012 and 50 students from the UK on the 20-22 August 2014. 2 students from the college visited U.K. in June 2015 as part of the Exchange Programme.

3.7.4 Highlight the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

Refer 3.1.4

3.7.5 How many of the linkages/collaborations have actually resulted in formal MOU and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated:

MoU signed between NII and Gargi College: "Science Setu" programme has been initiated by DBT which is a collaboration between Gargi college Departments of Biological sciences and National Institute of Immunology (NII), New Delhi, This collaboration encompasses summer training/internship programs for undergraduate Science students of Gargi college; lectures by eminent scientists from the institute, organization of workshops with the institute under faculty improvement and student enrichment programme.

Curriculum development/enrichment

Faculty of our college has been regularly involved in restructuring of the courses done at the university in all disciplines of sciences, humanities and commerce. Details are given in criterion 1 item 1.16

b) Internship/On-the-job training

The internship of two BBE students was facilitated with the help of faculty from Commerce Department that led to the formation of Marketing society. Ms. Vidushi Bhalla and Ms. Navtej Marwaha (2011-14) were interns at ITC with other BBE and Commerce students.

Summer placement

The students apply for summer internships at leading research institutes of National and International repute. It is worth mentioning that there is an increase in number of students undertaking internships. It is important to highlight that a few students are getting funded and non-funded M.Sc. positions abroad (eg. Germany) on regular basis. There is an upsurge in interest shown by the Science students towards research. Due to early exposure to summer schools, funding using various schemes availability of research facilities at the college level for post-graduate, doctoral and post-doctoral students, the students are well informed of all the options available for higher studies. For the last few years, there is an increase in number of students applying for fellowship at various foreign universities. Summer training outside college is also a regular feature.

d) Faculty exchange and professional development

There are not any formal MOUs, however, under UGC-UKIERI scheme; there is agreement for collaboration and exchanges of faculty members and students between Gargi College and University College London, UK. The scheme has immensely benefitted the research program of our college.

e) **Research:** Academic linkages have been established by the faculty members as well as students for carrying our collaborative research. Schemes like Star College schemes, UGC-UKIERI project, and inter-disciplinary project grants to various departments have provided a boost to the ongoing research activities. Students are given exposure to the latest developments in their respective fields by the faculty members as well as by the experts from various organizations. This exposure has resulted in a surge of interest in research activity at the college. Physics research lab is being utilized for guiding undergraduate students under various schemes as well as for doctoral studies. The lab facilities have been recognized by the Board of Research Studies, DU.

f) **Consultancy:** N.A.

g) Extension: Already delineated in section 3.6

h) **Publication**: Refer Annexure 6.

Placement

The placement cell of the college is an active platform for enabling students to seek proper career counselling and in finding appropriate jobs.

For more details refer Criterion 5.

j) Twinning programmes: N.A.

k) Introduction of new courses: N.A.

l) **Student exchange**

UGC-UKIERI - two students were selected. One was from Philosophy Department (N. Chitrangada) and the other from Physics (Khushwinder).

m) Any other: Nil

CRITERION IV

INFRASTRUCTURE
AND
LEARNING RESOURCES

Criterion IV: Infrastructure and Learning Resources

4.1   Physical Facilities

4.1.1   What is the policy of the institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

Gargi College promotes excellence in education and research in various disciplines such as humanities, commerce and science. In the past few years, enrolment of students has increased because of change in admission policy and introduction of new courses in the college. It is a major challenge for the college to maintain the quality of higher education while expanding the system. The improvement of infrastructure is essential for facilitating effective teaching. The issue of financing is highly significant to meet the increasing demand for creation and enhancement of physical facilities. There is a deliberate, continuous and consistent effort by the college to provide high quality physical facilities on the campus. Our strategy regarding infrastructure creation/enhancement is to provide the best possible facilities within the procurable resources. It has always been need-based as identified by the building and infrastructure committee. The purchases are planned and monitored by the departments, the purchase committee and infrastructure committee, so as to use the grants received for creation of the following infrastructure/assets**:**

- **Class rooms:** There has been an improvement in the existing infrastructure to meet the demand for more class rooms and tutorial rooms. For example, several bamboo classrooms have been created to increase the number of class rooms required. The college works from 8:45 am to 5.05pm for optimum utilization of the infrastructure. Many of the class rooms have been modernized with provision of LCD and Wi Fi facilities for innovative methods of teaching.

- **Modernization of laboratories:** Existing laboratories have been modernized with advanced instruments and special laboratories have been built with the grant received under Star College Scheme, research project grants and development grant. Most laboratories have been made ICT enabled.

- **Creation of computer labs:** A centralized computing facility housing 75 computers (computers provided by the University under OBC expansion) has been created for enhancement of quality education. This is in addition to already existing two computer labs.

- **Building an auditorium :** An auditorium of capacity 734 was built which is used for conducting seminars, conferences, college day and such other events.

- **Seminar hall :** A seminar hall which accommodates around 150 people has also been built. This is used for departmental activities, special lectures by eminent speakers and other similar activities.

- **Computerization of library :** Full computerization of the library has been carried out with bar coded membership of students and staff running smoothly, since 2010. Library houses a computer lab of 9 computers with Wi-Fi connectivity for use by students and staff.   All the e-resources available through the Delhi University network are accessible through these facilities. Software with reading facility to visually challenged, is also available.

- **Sports facilities:** Students of Gargi college are provided opportunity and facility to

play a lot of indoor and outdoor games such as Athletics, Ball Badminton, Basketball, Cricket, Tennis, Volleyball, Wrestling, Judo, Softball, Table Tennis and Chess.(For details please refer to section 4.1.2(b))

- **Long term plan** includes building a gymnasium, an additional building block having more rooms and laboratories has been approved by the archeological survey of India. Building plan for construction of additional academic block has been submitted to DDA.
- **Infrastructural facilities are planned and provided for students with special needs** such as visually impaired and physically challenged.

4.1.2   (a) Detail the facilities available for Curricular and co-curriculur activities:

. At present, the college has following facilities for curricular and co-curricular activities:

- Classrooms (including tutorial room)   39
  (22 rooms equipped with LCD projector)
- Porta cabins   5
- Resource room of Elementary Education department   1
- Technology enabled learning spaces
  Computer labs with LCD projectors   3
  Classrooms equipped with LCD projectors   22
- Some science labs, Elementary Education lab, Psychology labs equipped with 12 LCD projectors in all.
- **Seminal Hall**: The College has one air conditioned seminar hall with a seating capacity of 150 and 2 LCD projectors installed.
- **Laboratories**

Table 4.1.2.   Laboratories

Department	No. of Labs	Remarks
Botany	3	Capacities of 45, 30 and 30 students
Chemistry	2+ 2 instrument labs	Capacities of 60 and 40 students
Microbiology	3	Capacities of 30, 30 and 15 students
Physics	1 (integrated lab)	Sub labs: Mechanics Lab ; 2. Analog and Digital Electronics lab ; 3. Microprocessor and computer programming lab; 4. Optics Lab and Optical communication lab; 5. Electricity and Magnetism Lab ;6. Thermal Lab; 7. Solid State Physics Lab; 8. Modern Physics Lab
Zoology	4	Well-equipped labs
Elementary Edu. curriculum lab	1	Capacity of 40 students; 2500 books, CDs, educational kits and movies
Psychology	3	Capacity of 15 students for practical in each lab. Labs are used as class rooms for students' number varying from 25 to 45.

Department	No. of Labs	Remarks
Computer lab	3	Capacity of 21, 21 and 70 computers out of which one lab with 21 computers is for generic use. Details under section 4.3

- **Botanical Garden:** Yes; 7200 sq. yd. area

Many of the plant material required for the practical classes are grown and maintained in college botanical garden. These experimental materials are either used fresh or fixed for future use. Fresh material is used for taxonomy, various physiological experiments, biochemistry experiments and anatomical studies, etc. Plant material is also fixed for anatomical and embryological studies, at appropriate stage and time so that it can be used anytime in the practical classes.

Specialized facilities:
- Molecular biology Laboratory equipped with thermocycler, Gel electrophoresis, Gel Documentation, Centifuge, Vortex, Magnetic stirrer
- Plant tissue culture Laboratory equipped with laminar flow, culture racks, weighing balance, autoclave, refrigerator, etc.
- A botanical museum is also maintained which harbours many bottled plants and herbarium specimen. Some rare specimens are also collected during botanical excursions and kept in botanical museum.
- Bioinformatics laboratory with the following details:

Table 4.1.2.a Equipment in Bioinformatics laboratory

S. No.	Equipment name	Brand name	No. of pieces
1.	Computers	HP	11
2.	Server	HP	01
3.	Printer (4 in 1)	HP	01
4.	Color Laser jet	HP	01
5.	Network Printer	HP	01
6.	Scanner	HP	01

- Zoology Museum – It has a good stock of invertebrate and vertebrate specimens.
- Two instrumental laboratories in chemistry department and a balance room attached to each of the chemistry labs.
- One instrument lab in Zoology department
- One research lab each in Botany, Zoology and Physics departments
- Some of the departments maintain a departmental library which contain in all around 3400 books in all.

Equipment for teaching, learning and research

Table 4.1.2.b   Equipment in Botany Laboratories

S.No.	Name of equipment	Brand name	Model No.	No. of pieces
1.	Thermo cycler	Applied Bio-system	2720	01
2.	Photo- microscopes	Nikon Olympus	E100 CX31RTSF	01 01
3.	Gel Documentation system Universal Hood II	Bio-rad		
4.	Gel Electrophoresis units			4
5.	Centrifuges	Remi	R24,R8C	03
6.	Distillation Unit	NA		01
7.	Water Baths	NA		05
8.	Laminar Flow	NA		02
9.	Autoclaves (vertical)	Metrex		02
10.	Refrigerator	Whirlpool/ Godrej/ Samsung	Genius XL	05
11.	Deep freezer (-20˚C)	Blue star		01
12.	B.O.D. chamber	Remi	CI-10S	01
13.	Compound microscopes • Student compound microscope • Image Projection System • Research monocular microscope	Olympus Magnus Olympus	HAS MIPS-USB HB	70 01 05
14.	Colorimeter: • Digital colorimeter • Photo colorimeter • Spectro colorimeter	Naina NA Elico	 CL-23	03 02 02
15.	Lux meter (Digital)	Lutron Lutron KyoRiTsu	LX1074A LX1010B 5200	01 01 01
16.	Anemometer (Digital/non-digital)	Lutron	AM4210	02
17.	Thermometer: • (100˚C)	NA		15

S.No.	Name of equipment	Brand name	Model No.	No. of pieces
	• Max. & min. Thermometer • Soil Thermometer	NA NA		05 02
18.	pH meter • Digital pH meter • Pen type	Decibel Eutech NA	DB1011 pH510	01 02 02
19.	Vortex (touch type)	NA		03
20.	Magnetic stirrer	Science Age		06
21.	Weighing balance	Sartorius Braun AND Denver	TE313S-DS Docbel GF-300 T-214	01 01 01 02
22.	Electronic digital scale balance	Oras	RRT	02
23.	Oven • Dry oven • Microwave oven	Instron LG	IN-301 NA	03 03

Table 4.1.2.c   Equipment in Chemistry Laboratories

S.No.	Name of Equipment	Model/ Brand	No. of items
1	Water Distillation plant (element)	Toshniwal	01
2	Oven Electric	T125, NSW-142	03
3	Magnetic Stirrer	Toshniwal, Khera Instrument pvt ltd/KI-137	04
4	Centrifuge	Remi, RMI2C, RBC Remi, Suswox NU-140, Eltek Microspin (TC4815D)	12
5	High Speed Micro-Centrifuge with Rotor Head	Remi-R24	02
6	Atomic Models	Tarsons Labware	01
7	Bunsen Burner for solvent Gas	Parco CAT 3026	30
8	pH-meter	Toshniwal, Elico, Equiptronics	20
9	Incubator	NSW-142	03

S.No.	Name of Equipment	Model/ Brand	No. of items
10	Electrical Water bath	Tanco PLT-108, Khera KI-161, NSW-128	03
11	Hot Plate (230 V, 1000 W)	Bajaj	03
12	Stop Watch Digital	Racer	10
13	Heating Mantle 1l, 3l	Khera KI-152	05
14	Rotary Vacuum Pump	Promivac PV-2/ 200	03
15	Electronic Precision Balance	Sartorius BT-224S, 223S	16
16	Top Loading Balance	UTC, Varbal	02
17	Digital Photoelectric Colorimeter	Elico CL-157	01
18	Spectrophotometer	Elico CL-24, Elico SL-177, UV2100	03
19	Microscope	Olympus	01
20	Shaker Wrist Action for 8 flasks		01
21	Multimeter	9A Digital	02
22	Thermos Flask 1l, 450 ml	Eagle	60
23	Conductivity meter	Elico, Toshniwal	18
24	Rotary Buchi type Evaporator with water bath	Tradevel Scientific Industries	01
25	Autoclave Portable	Yoreo Make Model YS401	01
26	Potentiometers with built-in magnetic stirrer	Equiptronics EQ-664	02
27	Flame photometer	Chemito FP-114	01
28	Oven Universal	Metrex	01
29	Ice Flaking Machine	Allied Frost	02
30	Double Distillation Plant	Bhanu Distillon 4D	01
31	Turbidity Meter	Merck Eutech	01
32	Digital Ultrasonic Cleaner	Loba Chemie 1.5L50 H/DTC	01
33	Portable Data Logging Colorimeter	Hach DR/890	01
34	Advanced Polarimeter	Indosow SK-011	01
35	Deioniser	Indion DM-50	02
36	Stop watch (Analog)	ESAL ST-2	

S.No.	Name of Equipment	Model/ Brand	No. of items
37	Microwave Oven	L.G	02
38	Melting Point Apparatus	Khera	03

Table 4.1.2.d   Equipment in Microbiology Laboratories

S.No.	Name of equipment	Brand name	Model No.	No. of pieces
1.	Olympus Microscopes Objective 100x	HB/ GB	Olympus India Pvt. Ltd.	10
2.	Olympus microscopes Objective 40x	HB/ GB	Olympus India Pvt. Ltd.	10
3.	Elisa Strip Reader	11717	BIO-RAD Laboratories	01
4.	Godrej Refrigerator 221 Litrs.	GDE 23 B1	Godrej	01
5.	Incubator Universal	BPI.17C	Ambassador	02
6.	Electronic balance	TP-214DE	MERCK	01
7.	pH Meter with Electrode	Eutech 510	Merck	01
8.	Autoclave	400x600mm	Scientech	01
9.	Magnetic Stirrer with hot plate	-	Remi	02
10	Vortex Mixer	-	Remi	04

Table 4.1.2.e   Equipment in Physics Laboratories

S.No.	Name of equipment	Brand name	Model No.	No. of pieces
1.	High Temperature Programmable Furnace	Metrex		01
2.	Keithley Electrometer	Keithley	2400	01
3.	UV-VI S Spectrometer	Systronics		01
4.	Vacuum Pump	Godrej	LM200LK3071	01
5.	Weighing Balance	Sartorius	BS 2245	01
6.	Vacuum Pump	Metrex	25P-75	01
7.	Magnetic Stirrer	REMI	2MLH	01

Table 4.1.2.f   Equipment in Physics Laboratories

S.No.	Name of equipment	Brand name	Model No.	No. of pieces
1.	Fibre Optics Kits	OSAW	Cat. No. 22615 Spl	01
2.	Laser		IF-RL30-615	02
3.	DSO	Scientific	SM-4100	01
4.	Michelson Morley Exp.			
5.	B-H Curve	INDOSAW	SK 032	01
6.	P.E Hysteresis Loop	OSAW	CAT NO. PEH – 1548	01
7.	R.F Oscillator	OSAW		02
8.	UPS		600 VA	01

Table 4.1.2.g   Equipment in Zoology Laboratories

S.No.	Name of Equipment	Model/ Brand	No. of items
1	Water Distillation plant (element)	Toshniwal	01
2	Research Microscope		2
3	Distillation Plant		1
4	Haemocytometer	MARIENEFELD	31
5	Haemoglovinometer	MARIENEFELD	22
6	Microscope compound	HAS	103
7	Kymograph	INCO E- 8	18
8	Photo colorimeter		3
9	Tissue Floating Bath	YSI 133	2
10	Slide projector	NOVAMAT 130 AF	1
11	Micro Centrifuge machine	SPINWIN	1
12	Incubator/ oven	NSW INDIA,	3
13	Dissecting microscope	NEXWAX OPTIK	48
14	Motic Digital microscope		1

S.No.	Name of Equipment	Model/ Brand	No. of items
15	Remi Research centrifuge	REMI, R8C	1
16	Cooling Incubator (BOD)	REMI, CI - 10S	1
17	Electronic balance	BSA224S- CW, AND, GF- 300 (NIKON	2
18	Binocular Student Microscope	MAC, INDIA	20
19	Autoclave vertical	SCIENTEC METREX	2
20	Spectrophotometer	ELICO SL 177	1
21	Stereozoom dissecting microscope	MAGNUS MSZ- Bi OLYMPUS	10
22	Microscope Image Projection system	NIKON ECLIPSE E 100	1
23	Deep Freezer	BLUE STAR	1
24	Water Bath		3
25	Vortex Shaker & Mixer (test tube shaker)		1+1
26	Microwave	MS-2342 AE LG	1
27	Laminar Flow		1
28	Simple Microscope	HAS	15
29	Double Distillation Plant	BHANU SCIENTIFIC	1
30	Geyser	BAJAJ	1
31	Magnetic stirrer	SCIENTECH	1
32	Emulsifier Homogenizer		1
33	pH meter	Toshcon	1
34	UV Lamp	WEAL TEC UV TRANSILLUMINATOR	1
35	Orbital Shaker (with clamp)	SCIENTECH CAT NO. SE384 SN.S090672	1
36	Water Bath incubator shaker	CSIW	1
37	Circulator water bath	SCIENTECH CAT NO. SE: 131	
38	Rotary shaker	Scientech Cat. No. SE: 140 SN. B090541	
39	Microtome	SCIENTEC	3
40	PCR Machine with UPS	Applied biosystems 2720 Thermal cycler	1

S.No.	Name of Equipment	Model/ Brand	No. of items
41	Refrigerated centrifuge	Eppendorff 5415R	1

Department of Elementary education

The Department of Elementary Education's resource room and curriculum lab has more than 2,500 books, CDs, educational kits, and movies. The room also has two computers and a projector.

Table 4.1.2.h   Equipment / Facilities in Psychology Laboratories

Facility	Quantity
Number of experiment instruments	15
Bhatia Battery Kits	6
Projectors	2
BioPac	1
Psychological tests	218

**4.1.2. (b) Detail the facilities available for Extra-curricular activities:
Sports, Health and Hygiene**

Sports – Sports ground is available for sports practice and match purposes.
Outdoor and indoor games – Both indoor and outdoor games and related facilities available in the college are given in table 4.1.2.9

Table 4.1.2.i   Facilities available for indoor and outdoor games

Games	Outdoor	Indoor
Athletics	A 200 M Track can be made on the ground + related equipment	-
Ball Badminton	One Grass Court on the Ground + related equipment	-
Basketball	One Cement Court on the ground which needs to be repaired + related equipment	-
Chess	-	Two Tables in the Audi Foyer till 9 a.m. + related equipment
Cricket	6 turf pitches + 2 cement pitches +Ground+ related equipment	-
Judo	-	20 Mattresses
Softball	One Diamond on the Ground+ related equipment	-

Table Tennis	-	Two TT Tables + related equipment
Tennis	Two Synthetic courts on the Ground+ related equipment	-
Volleyball	One Mud court on the Ground+ a training wall+ related equipment	-
Wrestling		20 Mattresses

Gymnasium: We do not have a multipurpose gymnasium, though there is a proposal in the pipeline to create one.

Yoga: Yoga classes are held in the playground.

Health and hygiene: A shower complex with three shower rooms, and other basic facilities are provided to the students on the playground. An Aquaguard connected to a water cooler is also available for drinking purposes for sports students. A cleaner is deputed by the college to take care of the cleanliness of the complex. The ground is kept clean and litter-free to avoid injuries.

Seminar hall: The College has an air conditioned seminar hall with a seating capacity of 150 and is equipped with LCD projector.

Auditorium (capacity 734 seats): 1

Gargi Auditorium commenced its operations in 2010. The Auditorium was constructed to provide an appropriate platform for students staging performances, cultural societies and also to promote, develop and propagate Indian Classical and Folk Music, Dance and Drama. In addition to this, the auditorium is also used to arrange conferences, seminars, panel discussions and screening of films on environment, women's safety etc.

The design concepts of the Auditorium were drawn up after visiting and studying the features of some of the best known Auditoriums. While finalizing the designs, inputs were sought from leading Indian Theatrical, as well as Sound and Lighting professionals of that time.

These efforts resulted in the creation of the finest and technologically the most advanced Auditorium of the time. This Auditorium became the venue for academic and extra-curricular work.

The Auditorium comprises the main hall, foyer, seminar hall, the Green Rooms, Toilets, etc. The main hall is equipped with latest sound and light installations and controls. To ensure reliable power supply, a substation along with full Diesel Generator Power Backup has also been provided.

Table 4.1.2.j   Facilities in the Auditorium

S.No.	Item Description	Model & Specifications
1	Wireless handheld Microphone system	AKG - WMS 4500 HT (D5)
2	Wireless Collar Microphone system	AKG - WMS 4500PT (CK 77)
3	Boundary layer Microphone	Crown- PCC 160

S.No.	Item Description	Model & Specifications
4	Dynamic Super Cardioid Vocal microphone	AKG - D-5
5	Dynamic Super Cardioid Instrumental microphone	AKG- D-40
6	Reverb Signal Processor	Lexicon - MX 200
7	Digital Signal Processor	Electrovoice DC one
8	Graphic Equalizer	BSS- FCS 966
9	Class H Dual Channel Amplifier for Subwoofers	Electrovoice CPS 2.12
10	Class H Dual Channel Amplifier for Left and Right Line Arrays	Electrovoice CPS 2.12
11	Dual Channel Amplifier for Control Room and Green Room speakers	Electrovoice CPS 2.4 II
12	Dual Channel Amplifier for Stage Monitor speakers	Electrovoice CPS 2.9
13	Full Range two way Line array System	Electrovoice EVA 2082S + Electrovoice EVA AG - Attenuation Kit
14	Array Frame	Electrovoice Array Frame
15	Dual 18" Subwoofers	Electrovoice TX 2181
16	Fold back stage monitors	Electrovoice TX 1152 FM
17	Front Fill Green Room and Control Room speakers	Electrovoice S 40 B
18	Green Room Monitor speakers	Electrovoice S 40 B
19	Control Room Powered Monitor speakers	Electrovoice Sxa 100
20	32 ch Mixing Console	Soundcraft- GB 2 32 Ch
21	Professional CD/Cassette Combi Deck	Tascam
22	Microphone Stands – Floor	Ahuja
23	Microphone Stands – Desk	Ahuja
24	Video/Data Projector	Christie WX10K-M
25	Motorized Screen	Dallite
26	Architectural / Video Interface Panel	HSA-400+ Extender AAP
27	Professional grade DVD Player	Tascam DV-D6500
28	Specification of Matrix Switcher cum Scaler:	Extron ISM 824

NSS: NSS unit of Gargi College has a small room allotted in the campus for day to day function. Activities of the members of the NSS are held in the seminar hall and auditorium.

NCC: The College has provided its NCC unit with a room with basic facilities to do daily activities and for storage purposes. The college sports field is available for parades/classes which take place on every Wednesday and Friday.

Cultural activities: The seminar hall, auditorium, auditorium foyer, and basement are used for conducting various departmental activities and inter college competitions, the college annual festival Reverie and the annual day.

The training sessions and workshops for various cultural society members are carried out in the auditorium foyer, main arch and arts quadrangle.

The college has a whole range of musical instruments such as keyboard, synthesizer, Jambe, Dholak, Harmonium, Xylophone, Drums, Flaxotone, Manjeera, which are required by the Indian and Western Music Societies. The college also has a range of different props to be used in different cultural activities.

Public Speaking: The College provides different platforms to students for public speaking activities by Hindi and English debating societies. Trainers are hired who train the students in general public speaking skills. The college organizes many debating and paper presentation events throughout the year in lecture theatres, seminar hall and auditorium.

The college also organizes a host of activities in which compering is done by the students.

Communication Skills Development: The College has debating and creative writing societies for enhancing the communication skills of the students. The students write articles for the college and departmental magazines. Intra and inter college competitions in paper writing/presentation and debating are organized in the college throughout the year.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master plan of the institution/campus and indicate the existing physical infrastructure and the future planned expansions if any).

The time tables of various courses are prepared to allot classes in specific rooms/lecture theatre/ laboratories as per the requirements of every department and teachers. All the laboratories are utilized to their optimum capacity by spreading out the classes throughout the day from morning 1st period to evening 8th period.

The number of enrolled students increased due to changes in admission policy. A new computer laboratory with 75 computers and server was set up in the year 2010-11 (details in section 4.3).

As the college is located in the ASI monument protection zone, permission was not given to construct a new wing in the college. Hence, several bamboo classrooms have been constructed to accommodate the increasing requirement of classrooms.

The laboratories and class rooms are upgraded with the latest instruments with the help of available grants.

Several LCD projectors have been installed in various classrooms which facilitate innovative methods of teaching. Such projectors will be installed in other classrooms also, as and when funds are available.

Within the college campus, the Wi-Fi facility (through Delhi University network) is available for the students as well as the staff.

130 laptops have been issued to the teachers for their day to day recording of attendance, internal assessment and teaching purposes.

Table 4.1.3   Expenditure on ASSETS from 2010-11 to 2013-14 (Rs.)

Category/Year	2010-11	2011-12	2012-13	2013-14	Total (2010-14)
Building	172360	756041	795096	0	**1723497**
Furniture	1017745	615244	706337	0	**2339326**
Equipment	1635281	179625	1643805	2186833	**5645544**
ICT facilities	418135	218225	448131	0	**1084491**
Vehicles	0	0	0		**0**

Fig. 4.1.3 Expenditure on Assets
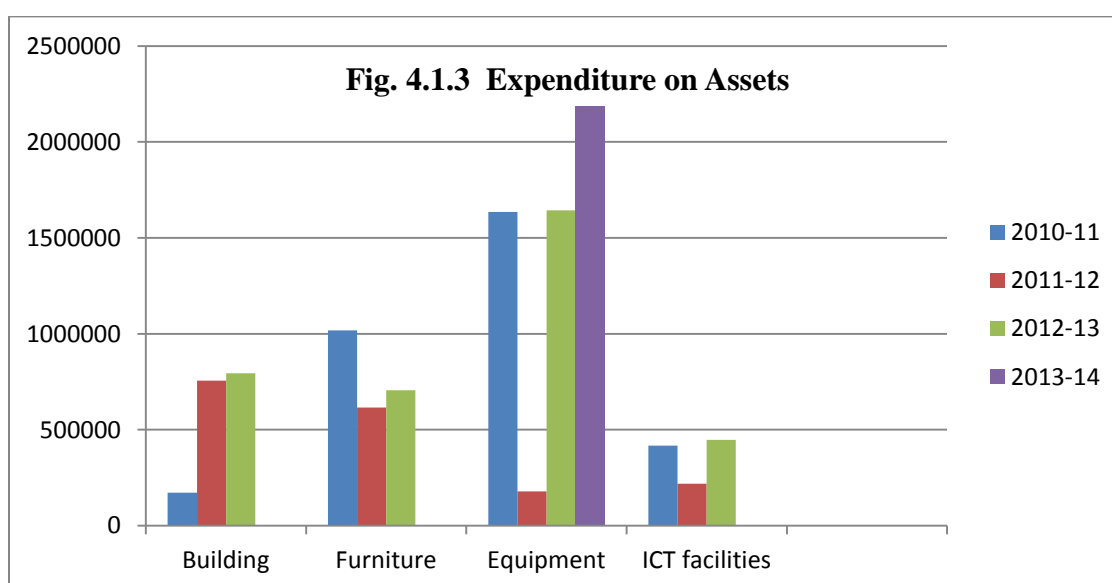
4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?
Ramps: The College has 3 ramps with tactile path for the smooth movement of differently abled students. At least the ground floor of every block wherever there are steps has been made accessible through ramps.

We are restrained at other places because of the location of the college in the ASI monument protected zone. For upper floors we shall be shortly installing a lift.

- **Wheel-chair user friendly toilets:** The College has 4 wheel chair user friendly toilets.
- **Signage:** Appropriate signages and maps have been placed at appropriate places.
- **Reserved Parking spaces:** We have two parking lots and they are easily accessible to differently abled students.
- **Software:** The College has purchased JAWS talking software for differently- abled students.

4.1.5 Give details on the residential facility and various provisions available within them:

Table 4.1.5   Available residential facility for the staff and occupancy

S.No.	Staff	No. of quarters	Occupancy
1.	Principal	1	Vacant
2.	Teaching staff	5	Occupied
3.	Non-teaching Class III	2	Occupied
4.	Non-teaching class IV	8	Occupied

- **Hostel facility**: Not available
- College has a **constant supply of safe drinking water**.
- **Security i**s available in the college campus for the full day, throughout the year.

4.1.6 What are the provisions made available to the students and staff in terms of health care on the campus and off the campus?

The college has a medical room for primary care with a full time nurse and a doctor who visits the college thrice a week. The WDC has installed a sanitary napkin vending machine outside the medical room. A wheelchair and a stretcher are available for emergencies. Ramps have been created to make the ground floor of the building physically-challenged friendly. Attempts are made to keep the campus clean and litter-free. The college canteen has been advised to cook and sell hygienic food. It is the responsibility of the canteen management to keep the inside area of the canteen and its surroundings clean. WDC arranges personal counselling sessions for students needing emotional support. Regular lectures on health and hygiene have been arranged for students and staff like cancer awareness, diabetes management etc.

Health care off the campus : No one is allowed to sell food which can be unhygienic, outside the college gates. The college nurse accompanies any student or staff, who falls ill or gets injured in the college, to a hospital till a responsible relative arrives on the scene. The department of physical education takes charge of the primary medical care of the sports students if any of them suffer from injuries during sports tournaments held outside the college campus. The college tries to pay the medical bills for the sportsperson if she has been admitted to a hospital for treatment of severe injuries. The WDC interacts with parents of a student who need support off campus.

The staff is covered under the WUS health scheme as per Delhi University rules. The treatment in the OPD is at a concessional rate in the empanelled hospitals. For major ailments, the staff is entitled for cashless medical facility for major sickness at the empanelled hospitals. The payment mode is of different types: direct payment mode as per CGHS rules; reimbursement facility for treatment in CGHS empanelled hospitals and reimbursement facility for non CGHS empanelled hospitals. This way facilities for treatments at many hospitals are available to the staff and their dependent family members.(Ref: www.du.ac.in)

4.1.7 **Give details of the common facilities available on the campus – spaces for special units like IQAC, Grievance redressal unit, Women's cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, Recreational spaces for staff and students, Safe drinking water facility , auditorium etc.**

- **Grievance redressal unit:** Internal complaint committee functions from a room allotted in the campus.
- **Women's development cell** too is provided a room with basic facilities.
- **Counselling / Career Guidance and Placement unit :** One porta cabin with two office table, 8 chairs, a cupboard and a desk top computer, has been allotted for the deliberations related to placement unit. The members of the placement cell operate from this room and meet the representatives of various companies here. Counseling and talks on 'Career guidance ' are held in lecture theatres and seminar hall during the ECA break. These venues can accommodate about 100 students. Group Discussions and Personal Interviews are held in classrooms, council room and placement cell room.
- **Health center:** One medical room with basic medical facilities, a part time doctor and full time nurse are available in college.
- **Canteen:** The College has a canteen of 1400 sq. ft. area. It has one hall, one kitchen cum pantry and one store; 100 people can be seated at the same time. It is open from 8 am to 5 pm. Apart from the canteen, there is a Nescafé stall and a Coca cola stall where tea, coffee and snacks are also available. The policy of the college is to provide a variety of healthy food at affordable prices to the students and staff.
- **Recreational spaces for staff and students: T**he *Auditorium* is the primary recreational space for having many functions and celebrations for students and staff. 'Glass Eye' the Film Appreciation Society screens current films from time to time. The college ground is also utilized for fitness as well as recreational activities by both staff and students. The ground is also used by the students to engage in self-study and for social interaction purposes. The students have a separate recreation room to sit and relax or doing creative/personal work.
  The college has a Union Room where the union members along with the advisors plan out all the activities, especially cultural, that are to be carried out in an academic year. The college also has a common room for students to spend their free time.
  The different societies of the college have been allotted different places/areas such as auditorium basement, foyer of the auditorium to conduct their training sessions and workshops, and also practice and rehearse their performances. They have also been provided with cupboards to keep their belongings safely.
  Staff and students have been given free access to Wi-Fi connection.
- **Safe drinking water facility**: 20 water purifiers installed across the campus
  Auditorium has a seating capacity of 734 and a seminar hall can accommodate 150 persons during intra-college and inter-college competitions, college annual festival Reverie, seminars, workshops, story-telling for B.El.Ed students, cultural activities and annual day. The foyer attached to the auditorium is also used for many activities.
- **Security:** 36 CCTV cameras installed at various places.
- **Bio-**gas Plant is installed outside the canteen, which generates bio-gas from degradable waste from the canteen.

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

The advisory committee of the library is constituted of around 8 faculty members, the librarian and one teacher as convener. It has an extended committee where all TICs are the members. Various important initiatives implemented by the library as suggested by the advisory committee are as follows:

- Full computerization of the library
- Bar coded membership of students and staff, running smoothly since 2010.
- Providing ICT facilities in the Wi-Fi enabled library – computer lab within the library with electronic resource management.
- Various e-resource packages provided to students and staff
- NETLIB software module training for Library staff
- Software with reading facility to visually challenged
- Photocopying facility in the library for students and staff
- Air conditioning of the students reading section
- Purchasing additional books
- Weeding out of old books and journals
- Maintaining library catalogue online
- Controlling computer time use with smart cards issued to the students

4.2.2 Provide details of the following:

- Total area of the library: Ground floor: 709.84 sq. m.
                                            First floor: 626.10 sq. m.
- Total seating capacity: 70 at a time
- Working hours: 8:45 a.m. to 5 p.m.
- Layout of the Library - Cyber Library, Property counter, Checking Point, technical section, Librarian's chamber, Circulation counter, display area, Stack area, drinking water area, reference section, periodical section, stack area, student reading area, newspaper reading area, teachers' reading room.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The selection of books and periodicals is demand based. Library purchases books and periodicals as per teachers' and students' requirement. Publishers' catalogue and book reviews are displayed in library as well as available on publishers' website. Any teacher and a library committee member can suggest general books to be purchased for library. The new arrivals are prominently displayed in library and anyone can see them through OPAC (intranet). The amount spent during the last four years under different heads are mentioned in table 4.2.3.

Table 4.2.3   Expenditure of the Library for the years 2010-11 to 2013-14 (Rs.)

Library holdings	2010-11		2011-12		2012-13		2013-14	
	No.	Cost	No.	Cost	No.	Cost	No.	Cost
Text books	1770	224321	1230	544860	887	299360	367	224821
Reference books	236	507067	887	299360	141	367466	138	224910
Journals/periodicals	42	55381	50	80400	52	68733	47	69278
e-resources:N-LIST	Rs.5000 yearly since 2011-12							
Others	As provided by the Delhi University network							
Newspaper	10	10391	10	11152	10	11767	10	14353

4.2.4   Provide details on the ICT and other tools deployed to provide maximum access to the library collection

- OPAC – Yes, (Two terminals)
- Electronic Resource Management package for e- resources: User control provided by NLIST. The library subscribes to a large number of Electronics Resources through UGC-Info-net which includes around 97000 e-books and around 6000 e-sources, and University of Delhi connectivity which includes a large number of electronic resources available for access through Delhi University Library System. It includes the reference sources, bibliographic sources, statistical sources, and full text sources. A brief description of each resource including the subject coverage, search features, database services, document category is available through the link 'More Information' for the help of users, available in the present library (computer laboratory).
- Federated searching tools to search articles in multiple databases: As provided by UGC-INFONET (JCCC) and DULS (Knimbus).
- Library website: Page linked to college website
- In house/remote access to e-publications: Yes
- Library automation: Yes, Library uses Lib. Sys. Software package "Netlib" software for library automation since 2006. Library is completely automated and uses barcode technology.
- Total number of computers for public access: 09
- Total number of printers for public access: 01
- Internet band width/speed :   100 mbps
- Institutional Repository: Not yet implemented
- Content management system for e learning :   No
- Participation in Resource sharing networks/consortia (like Inflibnet) :Yes, NLIST, INFLIBNET

4.2.5   Provide details on the following items:

- Average number of walk-ins :225
- Average number of books issued/returned: 200
- Ratio of library books to students enrolled: 17
- Average number of books added during last three years: 1500
- Average number of login to OPAC :50
- Average number of login to e resources: 20

- Average number of e-resources downloaded/printed: Approximately 10 per day
- Number of information literacy trainings organized: Every year library orientation programme is organized in the library in which information is provided on how to use the print , e-resources and internet for academic purposes.
- Reference knowledge week wherein the Library staff and Book club members help the students in creating awareness by motivating and displaying subject journals, reference material and career information.
- Book fairs are conducted every year.
- Total books weeded out till 2012—14556 (during the 2009—1402 and during the year 2012—1315 books were weeded out).

4.2.6 Give details of the specialized services provided by the library:
- Manuscripts: Nil
- Reference: Yes, Faculty member, students and non-teaching staff are guided and assisted.
- Reprography: Yes, not formalized but such services are given to departments such as Botany and are demand based.
- ILL (Inter Library Loan Service): Yes
- Information deployment and notification: New Arrivals through displays and through intranet OPAC.
- Download: Yes
- Print: Yes
- Reading list/Bibliography compilation: Demand based
- In house/remote access to e-resources: Yes, access to DULS & UGC-INFONET Guidance to E- resources is provided in house while Remote Access is available for NLIST E- Resources.
- User orientation and awareness: Library organizes orientation and awareness program every year in the Library only by informing faculty through e- mail. Faculty along with their 1st year students are oriented about how they can get maximum benefit from the Library.
- Assistance in searching Databases: yes, demand based
- INFLIBNET/IUC facilities: INFLIBNET YES

4.2.7 Enumerate on the support provided by the library staff to the students and teachers of the college:

The Library staff provides the following support:

- Helps in locating books, periodicals and CDs etc.
- Helps in database searching
- Provides reference services
- Exhibit new arrivals
- Helps in bibliography
- Responds to e-mail queries
- Helps alumnae
- Provides question papers, syllabus photocopy

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

- Audio CDs and Braille Books for visually challenged
- Reference service
- JAWS Pro talking software for visually challenged
- Lex portable camera reading system (Lex Air) with a notebook computer and assistive software

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services.

Yes. A register is maintained in the library in which the students write their feedback.

Following pie chart shows the feedback obtained from students for the years 2010-2012:

Fig. 4.2.9 Library feedback

Legend:
A: Good experience/good collection of books + Staff cooperative
B: Reissue/issue for longer period
C: More copies of books/new books
D: Saturday open
E: Miscellaneous: Internet services
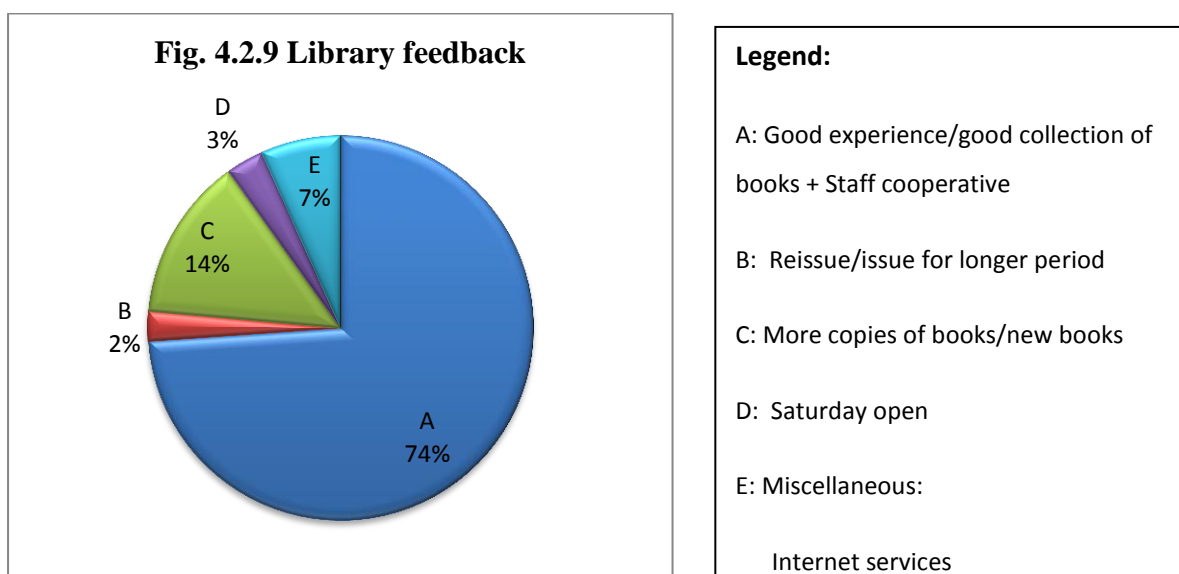
Necessary steps were taken to tackle the issues raised by students. Internet facility was set up at the library, books were procured as per students' requirement, photocopier machine was installed and steps were taken to keep the library clean.

4. 3 IT infrastructure

4.3.1 Give details on the computing facility available (software and hardware) at the Institution:

Number of computers with configuration (provide actual number with exact configuration with each available system)

Table 4.3.1.a   List of computers with configuration

S.No.	Details Of Desktop	Qty.	Remarks
1.	Acer/ Veriton M200 Series/ 2.60 gigahertz AMD Phenom II X4 810/ 2 GB RAM/ 320 HDD/LCD 19 Monitor /Windows 7 OS/Norton Antivirus	80	Comp Lab – 73 Accounts-01 Admin-01 SPA-01 Council Room -01 Projection Room -01 Placement Cell-01 Principal Room-01
2	HP/ Compaq Mini Tower/ DX6120 MT/Intel Pentium IV 3.0 GHZ, Speed 2.40 GHz, 2GB RAM, DDRII, 40GB HDD, 1.44MB FDD, DVD Combo, 15" TFT Monitor, USB/PS2 Key Board & Mouse	20	Admin Office-03 Accounts-02 Library-02 Comp. Lab-08 Physics Lab-01 Chemistry Lab-01 Psychology Lab-02 Sports-01
3	HP/ Compaq Mini Tower/ DX2700/Intel I5, 3.10 GHz,, L2 Cache 4 MB FSB 3GHz, 2GB RAM, DDRIII, 500GB HDD, 1.44MB FDD, DVD Combo, 15" TFT Monitor, USB/PS2 Key Board & Mouse	39	Old Computer Lab-37 Office-02 Sports-01
4	HP/Compaq/Pro 3090 MT/ Intel Dual Core, 2.7 GHz/1GB RAM, 300GB HDD, 15" TFT Monitor, USB/PS2 Key Board &Mouse	15	Admin-01 Accounts-02 Cyber Library-09 B.EL.ED-02 Psychology-01
5	HP/ Compaq Mini Tower/ 8200 Elite MT/Intel Core 2 Duo, E6600, L2 Cache 4 MB FSB 1066MHz, Speed 2.40 GHz, 2GB RAM, DDRII,80GB HDD, 1.44MB FDD, DVD Combo, 15" TFT Monitor, USB/PS2 Key Board & Mouse	09	Office-01 Comp. Lab-01 Psychology Lab-07
6	HP 110 Desktop/ Intel Pentium / G2030 T, 2.6 GHz, 2GB RAM, 500GB HDD, 18.5"TFT/ USB Keyboard and Mouse	1	Accounts-01
7	HP/ Compaq Mini Tower/ DX2080 Business PC/Intel Core 2 Duo, L2 Cache 4 MB FSB 3GHz, 1GB RAM, DDRII, 250GB HDD, 1.44MB FDD, DVD Combo, 15" TFT Monitor, USB/PS2 Key Board &	10	Bioinformatics -10

S.No.	Details Of Desktop	Qty.	Remarks
	Mouse		
8	HCL Dual Core 3.19 GHz/2.5 GHz/1GB/2GB RAM/250GB/500GB HDD/ Keyboard Mouse / wit 15" TFT/ PS2 Keyboard and Mouse	4	Library-04
9	HP/Compaq D220M/D32M, Inetl Pentium 2.4 GHz, 2GB RAM, 40 GB HDD, 15" TFT and PS2 Keyboard and Mouse	3	Library-3
10	HP/Compaq DX2060 MT, 506- 2.66-GHz, 1-MB L2 cache, 533-MHz FSB, 512-MB DDR2 SDRAM PC2-4200 (533-MHz) Non-ECC (2 x 256-MB), 80 GB HDD, , 15" TFT and PS2 Keyboard and Mouse	3	Zoology-01 Microbiology-02

Table 4.3.1.b   Servers

S.No.	Server Configuration	Qty.	Remarks
1.	Acer Server/ [Intel® Xeon(R) CPU E-5620 @ 2.40 GHz (2 Processor) with windows 2008(Server) R2 installed	2	Server Room- Domain Controller
2.	HP-ProLiant ML110 [Intel® Xeon(R) CPU 3065@ 2.33 GHz/ 1.5GB RAM/150 GB HDD with Windows server 2003	1	Server Room- Tally Server
3.	HP Server / Intel® Xeon® E5606 (2.13GHz/4-core/8MB/80W, DDR3-1066, HT/8MB (1 x 8MB) L3 cache/4GB (1 x 4GB) PC3-10600R (DDR3-1333) Registered DIMMs/300 GB HDD/ Embedded NC326i PCI Express Dual Port Gigabit Server Adapter/HP Smart Array P410i/Zero Memory Controller/460 Watt Hot-Plug (Redundancy enabled) power supply/PS/2 Keyboard and Mouse	2	
	TOTAL DESKTOP	**175**	
	TOTAL SERVERS	**5**	

Table 4.3.1.c   Laptops

S.No.	Laptop Configuration	Qty.	Remarks
1.	HP/Intel i5 processor, 4gb Ram, 500GB HD, DVD Writer, 14" Screen, Dual Boot (Windows 7 Professional 64bit and Suse Linux)	15	For presentation
2.	HP/ Probook 445G1, 8GB RAM,320 GB HDD AMD Elite A65350M 2.9 GHz Processor; Ubuntu 12	1461	Students
3.	Sony Vaio Y series, VPCYB35AN, AMD Dual Core E-450, APU 1.65 GHz, 2GB RAM, 320 GB HDD, with windows 7 starter (32-bit)	100	Academic staff
4	HP/ Probook 445G1, 8GB RAM, 500 GB HDD, AMD Elite A65350M 2.9 GHz Processor; Ubuntu 12	30	Academic staff
5	Lenovo ThinkPad ® X131e, AMD E1-1200 APU with Radeon ™ HD Graphics 1.40 GHz, 4GB RAM, 300 GB HDD, with Windows 7 Professional 32 bit	05	PWD students
6	HP ProBook 4430s - 14" - Core i5 2410M - Windows 7 Pro 64-bit - 4 GB RAM - 500 GB HDD, with windows 7	02	Botany-01 Psychology-01 Chemistry – 01
7	HP C700 Notebook PC, Intel® Core™ 2 Duo processors, T7100 1.80-GHz processor, 2-MB L2 cache, 800-MHz FSB, 1GB RAM, 150 GB HDD, Windows XP	02	Physics-02
8	Lenovo Y410-7757-14.1"- Core 2 Duo T5550 processor (2.0Ghz, 667Mhz, 2 MB L2 Cache, 1 GB DDR2 667 MHz, 160 GB hard drive (5400RPM)	01	Botany-01
9	Compaq Presario CQ40- Intel Core 2 Duo 2.0 GHz, 14.1" - P T4300 - Windows Vista Home Basic - 2 GB RAM – 250GB HDD Series	01	Microbiology-01

S.No.	Laptop Configuration	Qty.	Remarks
10	Lenovo G450,14" Intel Pentium Processor Core 2 Duo, 2.10 GHz, 800 MHz FSB, 1 MB L2 Cache, 4 GB RAM, 320 GB HDD	01	Zoology-01
11	HP Compaq nx6320 - 15" –Intel Centrino 1.66GHz - Win 7 Pro – 2.5 GBRAM - 120 GB HDD	01	Psychology-01

- **Computer-student ratio**: 1:1 (Batches of students are made so that one student works on one computer at a time)
- **Standalone facility**: Yes (Principal, P.A., A.O.)

The entire college building is Wi-Fi enabled.

- **LAN facility**: The College has LAN facility which interconnects the computer systems of all laboratories, Admin Office, Account, Computer Laboratories.
- **Wi-Fi facility**: This facility is made available through 23 Access Points (11g) centrally managed by a Router.
- **Zone Director**: The campus is fully-equipped with Wi-Fi facility round the clock and it can be accessed by the students and teachers at good speed in locations all over the college.

Details of the licensed software facilities at the college:

- Windows Server 2008(R2) (provided by DU)
- Windows 7 Upgrade Version (provided by DU)
- Windows 7 Pro
- Microsoft Office 2010
- Acrobat Reader 9.0 (Full Version)
- Adobe CS5 (Premium)
- Quick Heal Anti-Virus (10 User)
- Mathematica 9
- Tally Gold Multiuser Ed. (9.1)
- JAWS Pro talking Software for Blind

Number of nodes/computers with Internet facility:
All the computers are interconnected through LAN & Wi-Fi

Any other: The College has the following items too:

- HP-1020-**14**

- HP-M1216/18/1136/1B6/5200/4015/1522-**11**
- HP-CP1025/2025/1215 Colour-**03**
- HP Officejet 5510-**01**
- Canon LBP-3500- **01**
- Samsung-SCX-4521F/1640/1610/2010-**09**
- Dot-matrix Printer-**02**
- Paper Scanner-**2**
- Barcode Scanner-**06**
- Barcode Printer-**02**
- Printers : **41**
- Scanners: **9**
- LCD Screen-**47**
- LCD Multimedia Projectors: 47
- UPS (1, 2,&10KVA): 1, **2, 3**

The Summary of the Computers available in the college:

- Total Nos. of Laptops for Students =1465
- Total Nos. of Laptops for **E.O.C (Equal Opportunity Cell)** Students =5 + 1(with library)
- Total Nos. of Laptops (for Multimedia Projectors) = 15
- Total Nos. of Laptops (for Teachers) = 130
- Total number of Laptops in the college = 1616
- Total number of Desktops in the college = 183
- Gross Total (Laptop and Desktop both) = **1799**
-

4.3.2 Details about the computer and internet facility made available to the faculty and students on the campus and off-campus.

Several departments have been provided with laptops. Laptops are also issued to first year students for a period of one academic year which is then taken back and issued to the next batch. In addition, 130 laptops have been issued to teachers for using with projectors in the classrooms. The college library also houses 9 computers and a printer, along with internet facility for the students and teachers. The administrative block of the college is fully computerized and equipped with scanners, printers and internet facilities.

The college has four computer laboratories, fully equipped with modern infrastructure and technology.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The college has four computer laboratories and a cyber-cell within the library. The college boasts of state of the art computer centers equipped with servers, printers, desktops, laptops, LCD projectors and scanners of latest configuration. Operations in the college library as well as administrative office are automated.

Following are the strategies and plans for upgradation of IT infrastructure:

- All classrooms would be provided with advanced ICT facilities.

- Language skill lab with IT facilities

- Upgrading the facilities to PWD students

- Upgrading the cyber cell in the Library

- Building mathematical research lab

- The College is in process of e-governance for transparency and accountability and to digitalize its effective and efficient information, organization and management system relating to college operations. This practice will make the governance paperless.

4.3.4 Provide details on the provisions made in the annual budget for procurement, up-gradation, deployment and maintenance of the computers and their accessories in the institution. (Year-wise for the last four years).

The details of the **annual budget** for procurement, upgrading, deployment and maintenance of the **computers** and their accessories in the institution is given in table 4.3.4

Table 4.3.4 Annual Budget for purchase/maintenance of computers and accessories

S.No.	Year	Annual Budget(Rs.in lacs)
1.	2010-11	4.5
2.	2011-12	2.5
3.	2012-13	5.0
4.	2013-14	2.0

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer aided teaching/ learning materials by its staff and students?

- The institution ensures an extensive use of ICT resources by providing an adequate access to computers and internet to its staff and students.

- Laptops are distributed to the first year students to promote computer-aided learning.

- Teachers and students are encouraged to use LCD projectors for their lectures and presentations

- The library also provides e-resources facility (e-journal/e-books databases).

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching – learning resources, independent learning, ICT enabled classrooms/learning spaces etc) by the institution place the student at the centre of teaching – learning process and render the role of a facilitator for the teacher.

In addition to classroom teaching, learning activities involve evaluation in the form of assignments, class-tests, project reports and presentations. These are supplemented by co-curricular activities such as seminars, workshops, conferences, summer training, industrial projects, quizzes and competitions organized by the various departmental societies.

The Delhi University Wi-Fi network provides various channels through which teaching – learning methods can be enhanced. The courseware developed by ILLL is available for the students free of cost through its website. The University has also uploaded course material developed by the Faculty of Arts and Social Sciences for some of the papers of undergraduate programmes on its website. In addition to these, students and teachers have free access to research papers published in various journals through the Delhi University network. This facilitates procurement of additional information by students thus promoting independent learning. Teachers too are encouraged to use ICT equipment. Both the faculty and students have been provided with laptops for a better teaching-learning process.

Most of the classrooms are equipped with LCD projectors. With the help of these, the teachers are able to provide more comprehensive information from different sources. This ensures better understanding of the concepts in classroom. Students are also assigned project work and are made to present their work thereby promoting self-learning.

4.3.7 Does the institution avail of the national knowledge network connectivity directly or through the affiliating university? If so, what are the services availed of?

Yes, the College avails the National Knowledge Network Connectivity through the parent University. There are various services that are being availed using NKN backbone, namely:

- Delhi University Wide Area Network (WAN)

- College Local Area Network (LAN)

- Access to Scholarly Content of UGC-Infonet Digital Library Consortium

- Local Resource Sharing Services of Delhi University Library System

- Internet Services through dedicated Fibre Optic Network presently with upto 100 mbps.
- Video Conferencing and Virtual class room activities through the University developed application called Virtual Learning Environment (VLE).

4.4   Maintenance of Campus facilities:

4.4.1   How does the institution ensure optimal allocation and utilization of the available financial resource for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

The college ensures optimal allocation and utilization of the financial resources as per the budget plans and allocation of funds in the various schemes and heads. Details of the budget are given in table   4.4.1.

Table 4.4.1 Expenditure incurred towards maintenance of assets during 2010 – 2014

(Amount in Rs.)

Category/Year	2010-11	2011-12	2012-13	2013-14	Total
Building	5152156	11524829	4832158	636737	22145880
Furniture	14800	0	0	0	14800
Equipment	0	0	49980	2186833	2236813
ICT facilities	943869	119300	0	0	1063169
Vehicles	33354	29000	28480	20650	111484
Any other	229412	676163	198800	0	1104375

Fig.4.4.1 Expenditure on maintenance of assets

- Building
- Equipment
- ICT facilities
- Vehicles
- Any other
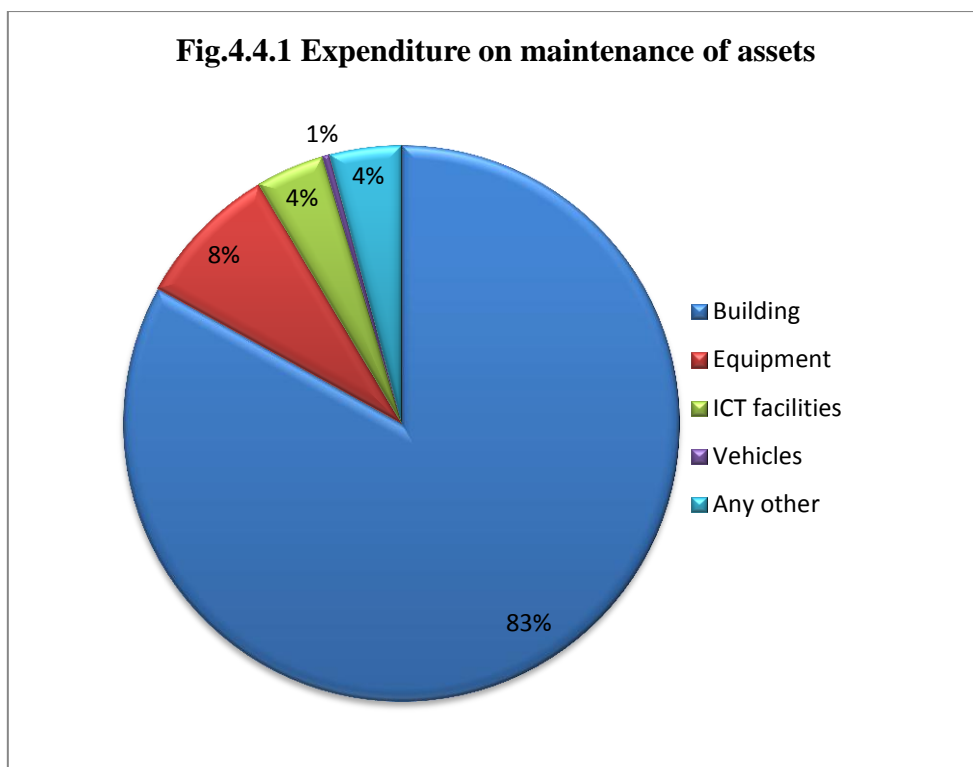
4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

We have a building maintenance committee which looks into the various needs of the college. The condition of various classrooms vis a vis the blackboard, the fan, the projector, desks and the condition of the common areas, the toilets, water coolers are all constantly assessed and the office informed about the same, which then takes the necessary action. College has appointed a caretaker specifically for this purpose. For the maintenance and upkeep of infrastructure, facilities and equipment, various grants are available viz., development grant, recurring grant provided by UGC and contingency grant received from Star College Scheme funded by Department of Biotechnology.

A technical assistant (computers) has been appointed who takes care of the computers in the three computer laboratories, office and other places in the college.

Day to day maintenance and upkeep of the computers and related accessories is done by the in-house technical assistant (computer). Major repairs are carried out by outside company experts.

The various science departments maintain their equipment at the departmental level. Dealers of the company from which the instruments are purchased are called for demonstrations and maintenance. Some departments maintain catalogues regarding maintenance and up keep of the equipment. The Laboratory staff is well trained who ensure inspection and maintenance of all instruments. Annual maintenance of the

equipments is carried out by utilizing the funds from laboratory fees account. All breakages of glassware in chemistry department are totally replaced by the students at the end of the year. In some exceptional cases, concession is given to the student belonging to an economically weaker section, the expenditure is then borne by the department from the contingency grant. The various instruments are handled with great care. However, situations do arise when there is need to repair them. In such cases, permission is taken from the Principal, and the vendor is called to carry out repair work. The payment is made from any of the grants stated above depending on the availability of suitable funds under any grant.

An efficient team of 5 gardeners work tirelessly to maintain beautiful lawns, look after both, perennial and seasonal plants. The college has a botanical garden in which the plant material required for the practical classes are grown and maintained.

4.4.3 How and with what frequency does the department take up calibration and other precision measures for the equipment/ instruments?

The science department laboratories contain instruments of various sizes and complexities. Many of them need calibration. The technical staff of various departments is well trained for calibrating the instruments normally found in their departments including the major equipments. They carry out routine calibration of instruments at the end of each semester. Since a large number of students use these instruments, some instruments need calibration just before performing an experiment. The students are trained to carry out such calibration/standardization. Considerable usage of these instruments during the semester results in the settings to be modified. Hence, before the examinations start, the teachers and the laboratory staff together set the instruments for effective and error-free performance during examination. In short, calibration is regularly done in all the departments.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

The college has allocated sufficient funds in the XII plan and in the OBC infrastructure grant for maintenance and upkeep of the building and ensures optimum utilization of the fund.

A committee has been constituted which looks after the building and infrastructure of the college. The equipments are taken care of by the respective departments.

Following are some points that need special mention:

- Air conditioners installed for sensitive equipment
- UPS installed as per the requirements of various instruments
- Electric substation installed within college premises
- DG set with 200 kVA has been installed near the main gate which maintains constant supply of electricity.
- Water tanks maintain constant water supply to the college
- Maintenance of water facility: The College has AMC for maintenance of all water purifiers; the water purifiers are serviced at regular intervals.

CRITERION V

STUDENT SUPPORT
AND
PROGRESSION

Criterion V: Student Support and Progression

5.1   Student Mentoring and Support

5.1.1. Does the institution publish its updated prospectus/handbook annually? What is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Gargi College publishes an updated prospectus annually, during the admission process. The prospectus includes the following information:
- The vision and mission statements, the number of courses, number of students in each course, course details and admission procedures of respective categories.
- Information about the academic and cultural calendar, examination and internal assessment rules, add-on courses, awards and scholarships, co-curricular activities, cultural societies and student council.
- Names of the admission grievance committee members, conveners of admission committee, internal assessment committee members, student union advisors, proctors and the contact person in the administration for queries and other help.
- Information about maintaining discipline and a tobacco free environment in the college.
- The prospectus is an important guide to all the opportunities available in the college for self- development in the campus. While pursuing regular undergraduate courses in the college, students are given the opportunities to do research projects, attend training and workshops and participate in outreach programmes.
  The college ensures that its objectives and accountability are achieved through regulations formed and implemented with the participation of students and staff of the college. The college forms various committees consisting of academic, administrative staff members and students to regulate the functioning of the college effectively.

5.1.2 Specify the type, number and amount of institutional scholarships/ free ships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The details of the type, number and amount of institutional scholarships and free ships given to the students are listed in Table 5.1.2. The financial aid is given on the basis of a student's financially disadvantaged status, high academic and sports achievements. All financial aid is disbursed among the students before the academic year is over.

Table 5.1.2 Scholarships and financial assistance to students during 2010 to 2014

Type		Years	Number	Amount
Scholarship	Academic	2010-11	06	~Rs. 1500/-per student
		2011-12	06	~Rs. 1500/-per student
		2012-13	06	~Rs. 1500/-per student
		2013-14	07	~Rs. 1500/-per student
	Merit cum Need Based Sports Scholarship	2010-11	04	Rs. 6000/- per student
		2011-12	04	Rs. 6000/- per student
		2012-13	04	Rs. 6000/- per student
		2013-14	04	Rs. 6000/- per student
Free ship	Financial Aid from Student Welfare Fund	2010-11	59	Rs.4500/- per student
		2011-12	188	Rs.4000/- per student to 93 General category and 2000/- per student to 95 SC candidates. The Government of NCT of Delhi also provides scholarships to SC candidates.
		2012-13	257	Rs.5000/- each to third year (65) and 4500/-each to second students (113) and first year (94) students
		2013-14	141	Rs.4800/- per student
Concession	Fee concession for Sports Achievers	2010-11	15	College fee component waived off
		2011-12	15	College fee component waived off
		2012-13	15	College fee component waived off
		2013-14	16	College fee component waived off

5.1.3 Percentage of students receive financial assistance from state government, central Government and other national agencies

Table 5.1.3 Number of students receiving financial assistance from National Agencies

Assisting Agencies	Number of students receiving assistance during 2010-2014	Total
DBT (Inspire Fellowship)	23 in Chemistry 02 in Microbiology	25
CSSS Fellowship (CBSE/HBSC)	01 in Microbiology 06 in Chemistry	07
State Government	143	143
Central Government	05 Young Women in Science Scholarship	05

5.1.4 The specific support services/facilities available for students from SC/ST, OBC and economically weaker section:

Admission Support
As per University of Delhi's norms and guidelines. Refer Criterion 2 for details.

Financial support
Financial aid, fee concessions and scholarships are provided to economically disadvantaged students.

Academic support
Teachers are always available to the students especially during a mid-day break for any academic help. The teachers also keep a record of their class attendance, submission of assignments/presentation and tests. Remedial classes have also been held for the students in English and other subjects.

Prevention of caste discrimination
Committee consisting of teachers and students is constituted in the college to prevent caste discrimination and promote equality among students. College students are sensitized toward the needs of the minority students.

Support to students with physical disabilities
A very nominal fee is taken from the students with physical disabilities as per norms. Infrastructural facilities such as specialized toilets and ramps have been provided to physically challenged students. The college proposes to install a lift in the building in the future. The Equal Opportunity Cell (EOC) provides active support to the differently abled students, in particular the visually challenged students by providing them access to software such as 'Jaws,' LEXS and NVDA. EOC also arranges writers for their exams and disseminates other relevant information. There is also a proposal to set up an Enabling Unit in the college with a dedicated space for visually challenged students to scan and read from materials in the library. The NSS has also started 'Reading Projects' by involving college students as readers for the visually challenged.

Support to Overseas students
There is a Foreign Students' Cell in the University of Delhi to raise and address their issues as well as provide them with assistance. Gargi College has international students from many countries. The Foreign Students Cell in collaboration with UNIC organizes inter college events for these students to promote their cultures and appreciate their individual talents. In 2011, the Ministry of External Affairs made it mandatory for each foreign national residing in India, to be issued a unique ID required for their stay and visa extension.

Support to students to participate in various competitions, National and International.
Students are extended all facilities for participating in various intra/ inter college competitions such as financial assistance for travel, costumes, competition entry fee and refreshment. Students participating in National and International sports competitions are sponsored by almost all the federations. Those students who are not able to get sponsorship for their sports and co-curricular competitions are mostly given some financial assistance from the college. The college awards prizes in cash/gifts/medals/certificates to students for winning in inter college/ state competitions and for participation in National and International events.

Medical assistance to students

Gargi College has an adequately equipped medical first aid center. A fulltime nurse is available every day in the medical center. A Medical Doctor is available on three days a week from 11.00 a.m. to 1.00 p.m. for students and staff. An annual medical check-up is performed for every student of the college and her medical record is maintained. In an emergency, immediate first aid is administered to students / staff. Any student having serious medical problem is advised to consult her doctor and contact family / relative. If any medical emergency arises which needs immediate hospitalization, the nurse accompanies the student/ staff to the hospital and stays there until a help arrives.

Health insurance to students is not available at the college level.

Organizing coaching classes for competitive exams

Students join coaching classes at an individual level for competitive examinations. The college does not have an organised programme for the same. However, placement cell of the college organizes workshops/lectures on career counselling, career development, group discussions and personal interviews.

Skill development (spoken English, computer literacy, etc.)

It has been the mission of our college to impart sound academic education and provide opportunities to students for their all-round development. The college addresses a dual objective of inclusive education for all as well as special grooming of potential leaders. Skill development is a significant part of this objective fulfilled through academics and activities beyond the curriculum. Co-curricular activities like Sports, NCC and NSS and extracurricular activities provide an added support and expertise in developing various skills such as communication, literary, organising and leadership skills as well as life skills such as stress management, time management, relationship maintenance and decision making skills. Students in groups are trained in participatory workshops at the departmental level and as members of various societies. Some of the regular undergraduate programmes such as Applied Psychology, Business Economics, and Elementary Education have some skill based programmes. Some of the add on courses also comprise skill development components. The details of skill training are given in the Table 5.1.4

Table 5.1.4   Skill Development Programmes for Students during 2010-14

Type of skills support	Training by Department/Society
Communication skills	Students at the department association activities present papers and participate in debates; students present research papers in conferences. Hindi, Sanskrit departments organise regular sessions of recitations and poetry reading; QED English debating society members get formal training from the experts in workshops; 'Upstage', Dramatics society stages plays where participating students play roles that enhance their socio-communication skills; Add on course on 'mass communication'; Setting up of a language laboratory is in the offing to help students develop language skills such as in English, Hindi, Sanskrit and German.

Literary skills & language skills	Creative writing course is for students in Erstwhile FYUP; Computer literacy skills course is included in commerce, science and in erstwhile FYUP and it is compulsory for all; Students of various departments write for their newsletter/magazines and college magazine; Certificate course in German language.
	Workshop on 'Technical writing and communication in English has been conducted by the English department of our college in association with English department of D.U.
	Script writing by the student members of street play, drama and film societies encourages literary skills.
Life skills	Workshops on 'How to build healthy relations'; Teaching mathematics and meditation' by Elementary Education department; 'Understanding relationships' by Psychology department ; 'Sensitizing students toward disadvantaged groups'; Gender and law; Self-defence by WDC and women cell of the Delhi Police; 'Stress management' by WDC and Psychology department; 'Value training' in association with International Sai organization and NSS; 'Yoga, meditation by Psychology and Physical Education departments; participation in sports practice and competitions by Physical Education department.
Creative skills - art, music, dance	Cultural societies- 'Hues', the fine arts society, conducted Madhubani workshop (2013-14); clay modelling (2012-13); coffee painting (2011-12).
Entrepreneurship skills	Entrepreneurship and Small Business is a subject in the commerce stream and teaches the fundamental skills associated with the same. An ESB bazaar is organised for the students in the college wherein the students are expected to showcase their business acumen by creating and marketing products. Associations like Enactus Gargi and Marketing society hone the social cause commitment qualities combined with marketing skills. A platform is provided to the members of these societies to discover the entrepreneur inside them, and explore their potential to make this world a better place.
Appreciating 'Green Earth' skills	The message of nature conservation is brought home by the Ecoclub and this club is instrumental in organizing workshops on Paper conservation and scrap paper recycling along with solid waste management. Bio gas plant has been set up to generate biogas from the biodegradable waste.
ICT Skills	All first year students are issued Notebooks and they are trained in ICT skills needed for their undergraduate studies. They also prepare their assignments/presentations and access online journals relevant to their field of study. The 2nd and 3rd year students have full time access to computers in the library/computer labs.

Support for "slow learners"

All teachers assist the slow learners in their classes and record their progress and help them in their studies. Teachers are available during a scheduled class every day to address students' learning problems. Teachers also assess such students' class

attendance, submission of assignments / appearing for class tests and presentations. These students are given assistance and counselling to improve their performance and they are also given extra / remedial classes.

Exposure of students to other institutions of higher learning/ corporate/ business house etc.

Gargi college encourages the participation of students in 'beyond the classroom' academic and co- curricular activities such as:

Organising seminars- College and different departments organize seminars, workshops and conferences inviting experts in different disciplines and panel discussions on a wide range of topics.

Internships- Curriculum related and job internships during summer break are arranged for students by the departments, placement cell or by the students themselves.

Field trips- To bridge the knowledge gap between theory and practice, students from different departments visit various organizations and industries. Refer Criterion 3.

Publication of student magazines

Besides the College Magazine 'Logos', many departments publish magazines/newsletter which are produced solely by the students, guided by the faculty advisor, listed in Table 5.1.4 (a)

Table 5.1.4 (a) Department Magazines/ Newsletters

Department / Co-curricular Activity / Association	Name of Magazine / Newsletters	2010-2014
Main College Magazine	Logos	4 issues
B.A. Programme and Mathematics	VIBGYOR	1 issue
Botany	Anthesis in e format	4 issues
Chemistry	Amalgam	4 issues
Commerce (Bi- Annual)	Comascent	8 issues
Common Science magazine	Eureka	4 issues
Economics	Ecobuzz	4 issues
History	Manthan	4 issues
NSS	Savera	4 issues
Philosophy	Gnosis	4 issues
Physical Education	Ablaze	3 issues
Physics	Physikos	4 issues
Political Science	Demos	4 issues
Psychology	newsletter format	2 issues
Zoology	Flight	4 issues
Alumni Association	Manaswini in e format	4 issues

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

It is the policy of college to facilitate the overall growth of the students including development of entrepreneurial skills. The students also undertake research projects mentored by faculty which have commercial and industrial benefits. Details of some specific efforts to promote entrepreneurship are as follows:

Botany and Physics

Under the Innovation project funded by University of Delhi, students of Botany and Physics departments were mentored by teachers to conduct research having applied aspects on "Enabling technologies for Pine needles from a disastrous waste (forest fires) to multitude of applications: energy, capacity building, employment and environmental benefits for Himalayan regions", 2013-15.

Chemistry

Every year students are mentored by the teachers to do research projects such as pathfinder projects having real world applications. Students are guided by the teachers to work on their innovative ideas which would help them in enhancing their analytical ability, research aptitude and understanding the link between theory and practice. Some of the research projects having applied aspects, undertaken during 2010-14 are:

- Small scale waste water treatment.
- Fabrication of filter for removal of Arsenic from water.
- Synthesis and dyeing using vegetable dyes.
- Synthesis of biodiesel from cooking oil.
- Monitoring of heavy metal contaminants in dietary vegetables.
- Analysis of metal ions present in toys.

Commerce

- The department organises an annual Entrepreneurship and Small Business (ESB) workshop where students are trained in entrepreneurship skills. Groups of students plan, design, produce and sell their own products in the campus. Students' products are evaluated on the basis of profit and creativity.
- The marketing society managed by the Department of Commerce and Economics also provides experience in business skills to students through seminars/workshops, competitions and interactions with other colleges/organizations for collaborations with business organizations and banks.
- Educational/industrial trips also give students an exposure to entrepreneurship. Detail of these visits includes description of the work and the product designing, manufacturing, planning strategies and marketing.
- Students working with **Gargi Enactus** are also given entrepreneurial training during the setting up and preparation of the projects. For example, currently the team is working with "Rachna", an NGO. This initiative revolves around recycling of old cloth materials and recreating numerous utility craft products with innovations. It provides entrepreneurial opportunity to women and also ensuring its sustainability.
- Some of the students also take the initiative of selling their own products during the annual 'Diwali Mela' and raise sponsorship for our annual cultural

festival 'Reverie', Science Festival 'Scintillations' and Commerce festival 'Cascade'.

5.1.6 **The policies and strategies of the institution which promote participation of students in co- curricular activities and extracurricular such as sports, games, NCC, NSS, Quiz competitions, debate and discussions, cultural activities etc. with special reference to:**
- **additional academic support, flexibility in examinations**
- **special dietary requirements, sports uniform and materials**
- **any other**

The objective of Gargi College is to impart excellent education to students along with many opportunities for participation in extracurricular activities for their overall personality development. The rich legacy of the sports, NCC, NSS, and cultural societies of our college has carved a niche for itself in the University of Delhi.
Various strategies to promote these activities are as follows:
- Maximizing participation and motivating the students to achieve a balance between academics, co-curricular and cultural activities for their overall personality development.
- Emphasizing the development of life-skills and socio-communication skills such as time management, leadership, team work, interaction, presentation and organising skills among students through participation in these activities.
- Innate talents and interests of students are combined with guidance from professionals to produce cohesive, result oriented, highly aesthetic and socially relevant performances.

These strategies are effectively followed up with some of the policies described as:
- All the students are informed about the academic and cultural calendars that are prepared before the start of session.
- Co-curricular and cultural activities are held before and after the scheduled classes and during the time allotted to these activities.
- Attendance benefits are given to the students participating in these competitions as per the rules.
- There is no provision for re-examination in the same year for those who may miss the university examination due to their participation in any competition as per rules. Class tests, assignments and presentations are rescheduled for the participants.

Besides these general policies, there are some specific details related to N.S.O., N.C.C. and N.S.S. which are given below:
National Sports Organisation, N.S.O.
Sports and games in the college are organised, under the National Sports Organisation programme, by the Department of Physical Education and Sports Science.
- Coaches, for all games, have been engaged to impart efficient and safe training. Every day, coaching sessions are held in the morning before the classes begin. Coaching sessions are held for various sports such as Athletics, Ball Badminton, Basketball, Chess, Cricket, Judo/Wrestling, Table Tennis, Tennis and Volleyball.

- Regular participation in tournaments, organised by various bodies including the Delhi University Sports Council, is ensured. To facilitate this, registration to participate in the tournament is done, conveyance is arranged to transport teams to the venue without stress and if time permits, the faculty is present during the tournaments.
- Each sportsperson is given refreshment every day after the practice session. The sportspersons can choose from a variety of healthy, freshly prepared food from the College Café and Nescafe stall.
- Assignments from the sportspersons who might have missed the deadline due to continuous matches are accepted late. Class Tests and Presentations are rescheduled for the sportspersons engaged in representing the college in matches. Most of the teachers help the sportspersons after class in case of academic difficulties.
- Enough equipment for all the games are purchased in advance. In an emergency, equipment is acquired as per requirements. Each sportsperson is given two sets of game specific kits in the first year itself. The kit comprises T shirt and shorts, judo dress, cycling shorts, leggings as per the game requirement.
- A Student sports council under a sports president is constituted every year. The Sports President is elected along with the main Student Council and the other members are appointed after an interview by the faculty of physical education department.
- Physical education department organizes yoga, aerobics and an intra college sports competition named as 'Gargi Olympiad 'for all the students studying in various courses in college. Winners of different games are awarded prizes. One Best Sportsperson from all the streams is also chosen. An annual sports day with different events is also held and prizes are distributed to the outstanding sports teams/individuals.
- A departmental magazine 'Ablaze' is brought out annually which highlights the achievement of the sportspersons and includes articles on sports and physical fitness. The sports council designs and edits the magazine.
- A proposal to construct a gymnasium and indoor sports hall for students and staff of the college has been approved by the GB.

Unit of National Cadet Corps, NCC

NCC is an organization engaged in grooming the youth of the country into disciplined and patriotic citizens. The National Cadet Corps in India is a voluntary organization which recruits cadets from high schools, colleges and universities from all over India. The cadets are given basic military training in parades and small arms. The officers and cadets have no liability for active military service once they complete their course but they are given preference over non N.C.C. candidates during selections, based on the achievements in the corps. The N.C.C. has aims to develop good character in youth, good citizens and worthy future leaders. It is an organization which imparts leadership, discipline, integration, spirit of adventure, military, physical and community development training to the youth of the country. N.C.C. is the organisation which instills the values of "Unity and Discipline" which is its motto.
- Cadets are given compensatory attendance for the classes missed because of

N.C.C. activities and the camp. Teachers help them with their studies, if they miss regular classes. Every year NCC unit of Gargi College organizes an annual inter-college festival 'Sahas'. During this event cadets get opportunities to take part in many inter-college competitions and showcase their talents.

- N.C.C. cadets are provided with N.C.C. uniforms, study material and refreshment after parade. All this is facilitated by the Director General, N.C.C., Govt. of India. During various camps also, they are provided track suits, PT shoes, DM shoes as per their requirements.

- Every year approximately 50-55 students are enrolled in the first year of N.C.C. Gargi College NC.C. Unit has a total of 160 cadets from all the years. N.C.C. cadets practice for parades in the college sports field on every Wednesday and Friday. A PI Staff of the rank of Havildar coaches the cadets for parades. The ANO is also available for these parades.

- During N.C.C. classes, cadets are trained for parade. The A.N.O. teaches them about details of armed forces and military history, battle craft, map reading, personality development and leadership, weapon training, national integration, civil affairs and disaster management. Information on health and hygiene is also given to cadets. At the end of an academic year, parent organization of N.C.C. conducts exams for evaluation of cadets for awarding A, B and C Certificates throughout the country. After these exams, cadets are awarded with specific certificates for each successive year till the final year. These certificates enable the cadet to be at an advantage as far as obtaining jobs are considered, especially in the defense service sector.

A Unit of National Service Scheme, N.S.S.

National Service Scheme, focuses on personality development of students through community service. Its objective is to inculcate the humanistic values and a spirit of community service among students. The motto of the National Service Scheme is "Not Me, but you".

The aims and objectives of N.S.S. are to sensitize the participants toward the needs of fellow college students. Further, to understand the needs and problems of deprived community in our society such as poor, minority groups and help them in managing issues. N.S.S. emphasises on developing a sense of social responsibility and practicing national integration and social harmony among youth.

N.S.S. unit of Gargi organizes various programmes to achieve these objectives such as:

- The students must complete the requisite number of 120 hours by actively managing and participating in activities of the society. This is also achieved through doing voluntary work with any N.G.O.

- N.S.S. regularly collaborates with other N.G.O.s such as Blood connect, Agrasar, Udayan care, Stree, Save the Quest, Action for Autism, Inspiration, 3HS, Cheshire Home and Family of Disabled.

- N.S.S. brings out its annual magazine "SAVERA". The articles are contributed by the NSS members where they share and reflect upon their experiences of community service and volunteer work with other NGOs .The magazine is edited and designed by the NSS team.

Extracurricular Activities, ECA

Extracurricular activities for students are also managed very systematically and efficiently in the college. Students are encouraged to participate in these activities from the beginning of the academic session. First year students are introduced to all the societies on the orientation day along with a few mesmerizing performances by the student members of these societies. The contact details and achievements of these societies are also shared through a presentation. All the students are encouraged to register for any of the societies of their choice.

- The students are encouraged to participate in extracurricular activities at a commonly scheduled ECA slot provided in the time table. The members of the various societies plan, practice and work for their performances during this time, also before and after classes. Thus, the college ensures active participation by students without interfering in their studies. Gargi College is proud of the achievements of performing and non-performing societies; for the dedication and hard work put in by their members. This hard work is reflected in the laurels that they win in competitions.

- The college prepares academic and cultural calendars at the commencement of the academic session every year. It specifies the dates of the academic events and cultural programmes (Cultural Day, College Festival 'Reverie') to be held during the academic year. The teacher convener of a cultural society manages its programme throughout the year, culminating in the college festival. Moreover, the college values and acknowledges the participation of students in various programmes by awarding them with a certificate of appreciation.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOEFL / Chemistry GMAT / Central /State services, Defense, Civil Services, etc.

No specialised coaching is given to students for competitive exams such as UGC-NET, SLET, CAT / GRE / GMAT and others. However, for post graduate admissions faculty members counsel and coach the students individually. Some teachers teach specific courses to students, taking extra classes and mentoring them for higher studies and their career development. The departments in the college and the placement cell guide individual students and organize career counseling workshops to update the students on the career options available to them and the selection procedures. Regular information to students regarding their prospects in higher education are also given to them. Students appearing or preparing for competitive exams are given extra help to cope with missed classes and they are guided in their course preparations. Guidance is also offered vis-à-vis syllabus preparation and for interviews, if any. The students are also groomed by conducting quizzes, written tests, MCQ tests, formation of study groups and interaction with distinguished alumni placed in eminent educational institutes and Companies.

Many students from different courses clear various competitive exams such as UGC-CSIR- NET, UGC-NET, GATE, SLET, ATE / CAT / GRE / TOEFL / Chemistry GMAT / Central /State services, Defense, Civil Services. According

to data available, 60-70% of microbiology graduates cleared CSIR-UGC NET such as in 2010, 07 students cleared CSIR-UGC NET; 08 students in 2011; 04 IN 2012; 01 in 2013; 04 in 2014. Many physics graduates have been qualifying various M.Sc entrance exams like JAM, JNU, JEST regularly for the last many years. Data for the last four years (2010 to 2014) of the number of physics students qualifying the entrance exams is: JAM, 24 students; JEST 05 students; JOB 14 students; M.Sc 70 students; CAT 01 student; MCA 01 student; GATE 01 student, Defense Service 01 student. More than 50 % of psychology graduates clear the postgraduate entrance examinations, CAT, TISS, XLRI.

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

Various societies of college provide counselling to students such as Women Development Center, Placement cell, Alumni association and individual departments such as Psychology and Physical Education Departments. Details of these services are as under:

Women Development Center, WDC

Women Development Centre's (WDC) presence as an active and vibrant resource against gender-based violence is highly significant. Its services include assessments for participant referral for counselling, medical and psychological help, interface services, including family and/or third party mediation and arbitration and intervention, group and individual participant counselling for those affected by gender violence.

- The provision of these services by a committed group of teacher-members, has guaranteed very high participant satisfaction outcomes. This system was put in place after feedback, following counselling by professionals. In the course of intervention, arbitration/mediation and referral activity, counselling work has involved medical (including mental health), career (including vocational training), psycho-socio-economic including family/domestic violence amelioration/extraction issues.

- The WDC empanels organizations on these areas through careful NGO profiling and outreach with other agencies to create and sustain a network of resources to draw on in each area. Our protocols have a strong emphasis on retaining our community's rights as stakeholders in the interaction with these agencies. Thus, the focus is not on handing over problems but in the creation of community solutions. Our commitment to maintaining confidentiality has also successfully guaranteed participant confidence in these processes.

- In addition to intervention work, the year-round activities provide opportunity to create and develop a variety of academic and co-curricular resources that empower our students in many socially and personally relevant ways. These activities include an add-on course in 2010-11 on 'Gender and the Law', skill- and competence-building workshops for students; panel discussions, seminars, annual festivals; awareness-raising, advocacy and sensitization activities on pertinent gender-based issues, including NGO-profiling for future collaborations; self-defense trainings; creation of research through activities like safety audits that help to ameliorate gender-violence and bias.

- Additional infrastructure such as research libraries that contain Indian-made documentary films and scholarship produced in India on Feminist activity, the

provision of services such as a sanitary napkin vending unit, and a day-care center for children has been created in the college.

Our interfaces with the world beyond the college, in terms of networks with professionals, are also made available to students, including through constructive alumni mentoring and contact.

Gargi Placement Cell, GPC

The core functions of the placement cell are to:

- Groom students to make them employable.
- Reach out to corporates/NGO's for recruitment of students and
- Provide information on higher educational opportunities in India and outside India in their own disciplines and interdisciplinary areas.

Career counselling is provided to students by the individual departments as well as the placement cell. Experts from various fields are invited to educate about the working environment/culture and growth opportunities in their respective fields. Seminars/workshops/interactive sessions are organised by GPC through various training institutions to equip students to prepare for the recruitment process. Many organizations are invited to deliver information regarding CV preparation, group discussion and interviews.

Department of Physical Education faculty is always available for counselling of its sportspersons. This is very important as team performances depend on the harmony within the team.

Alumni Association of Gargi College also conducted career counselling sessions by the alumni of the college.

5.1.9 **Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunitiesand prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).**

Student office-bearers of the Gargi Placement Cell (GPC) and teachers prepare a tentative calendar of activities vis-a-vis organisation of pre-placement talks, sessions on CV/resume making, personal interview, group discussions, written test, aptitude test. Central Placement Cell of Delhi University conducts registration process and GPC gives wide publicity to this activity and enthuses students to register in large numbers. Wherever needed, GPC facilitates the placement drives of CPC by disseminating information on social networking sites, where exclusive groups on 'facebook' and on 'whatsapp' already exist. Registrations are done online. Internship opportunities are also provided to undergraduate students of first, second, third and fourth years (only B.El.Ed., in this case). Department of Elementary Education conducts an in-house placement drive in coordination with GPC for Elementary Education graduates. The B.El.Ed. graduates, who want to work, are employed in schools and also in NGOs. List of the employers and programmes are given in Table 5.1.9.

Table 5.1.9 Campus Placement Data

Year	No. of students who have applied for campus selection	% / number of students selected during campus interviews	List of employers
2010-11	Between 200-300	~15% - 20%	Google, Deloitte, KPMG, Capital IQ, Britannica Encyclopedia, Indigo, Evalueserve
2011-12	Between 200-300	~15% - 20%	Ernst & Young, Google, Deloitte, KPMG , Infinity Business School, Capital IQ , Evalueserve, Genpact, Viacom 18, Protiviti, Teach For India.
2012-13	Between 300-400	~10% - 15%	Deloitte, Ernst And Young, Google, Capital IQ, Evalueserve, Protiviti
2013-14	Between 300-400	~10% - 15%	Smart Cube, IACT Global, Genpact, Thomson Digital, Zomato, Protiviti, KPMG, Evalueserve, S&P Capital IQ, Ernst &Young, NIIT.

Year	Number of Elementary Education Students	% of Students selected during campus interviews	List of employers
2010-11	16	69	Presidium, Heritage School, Bharat National Public School, Gyan Bharati
2011-12	19	58	Presidium, Heritage School, Bharat National Public School, Gyan Bharati, Vidya Bhawan
2012-13	25	56	Presidium, Heritage School, Bharat National Public School, Gyan Bharati
2013-14	26	65	Presidium, Heritage School, Bharat National Public School, Gyan Bharati, Prakriti School, Amity international,

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years

A student grievance redressal cell does exist and is managed by the teacher-proctorial board. The Proctorial board is constituted of three teachers with the Principal as the

chairperson. A couple of issues received by the proctors were on disciplinary grounds which were speedily resolved and harmony restored quickly. The student council deals with the minor student grievances as soon as they are received. The complaints received by the student council are described in Table 5.1.10

Table 5.1.10   Student Grievances

S.No.	Grievance	Redressal
1.	Loss of mobiles or bags	CCTV's have been installed at key places in the college which help in identifying the culprits.
2.	Student parking in the premises.	Students have been asked to park just outside the college as the parking space inside the college is restricted. Limited parking for self-driven vehicles of students is provided on a first cum first basis.
3.	Request for more copies of textbooks.	More copies were purchased.
4.	Books not in the right place in the library shelves.	The library attendants were issued instructions to ensure the placement of books on the relevant shelves, subject wise.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

Currently, all matters pertaining to sexual harassment are under the purview of the Sexual Harassment of Women (Prevention, Prohibition and Redressal) Act 2013. The college has a duly constituted Internal Complaints Committee (against sexual harassment) ICC, constituted as per this Parliamentary Act. All complaints are processed as per the Act.

In pursuance of the Act's mandate to carry out awareness-raising activities on the subject of sexual harassment and its redressal, the ICC-GC, in collaboration with the Women's Development Centre of the college, conducts workshops to orient the student body of the college on the latest laws on the prevention of sexual harassment. Particular attention is given to strengthening students' awareness of and consequent accessing of the remedies provided currently in the Parliamentary Act 2013 and Universtiy of Delhi Ordinance XV-D prior to that.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes, there is an anti-ragging committee, comprising teacher proctors, student proctors, Principal and Administrative Officer. The committee is functional during the admission process and throughout the year. Any instances of offensive ragging are to be reported to this committee which would take action immediately. Action may be taken in accordance with ordinance XV-C in University of Delhi Calendar, which deals with prohibition of and punishment for ragging. The act of ragging would invite punishments as per the authority vested in the Principal and in the officials of University of Delhi as per this ordinance.

No cases of ragging have been reported during the last four years in the college. Efforts are made to keep the atmosphere warm and cordial so as to maintain bonhomie amongst the junior and senior students.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

College provides financial assistance to the students from the economically weaker section of the society. This is done through the Student Welfare Fund. Due to the increasing number of applicants and limited funds, the number of students who can get financial assistance is less. SC and PWD students are provided with fee concession.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

The Alumni Association is not registered. However, the Alumni association does contribute to student development programmes and to the college infrastructure needs.
- Career counselling sessions are organised by the association.
- An e-magazine 'Manaswani' detailing college activities and its achievements has been published by the Alumni Association for the last four years.
- The members of the association have met during the AGBM held during the last four years.
- Workshops on Psychological testing for clinical assessment, Use of Bender Gestalt Test, HR Practices have been conducted by Alumni of Psychology department.

5.2   Student Progression

5.2.1   Provide the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Table 5.2.1   Student Progression for 2010-14

Student progression	%
UG to PG	~47.55%
PG to M.Phil.	~8.65%
PG to Ph.D.	~9.22%
Post Doctoral	~4.88%
Employed ⦁Campus selection ⦁Other than campus recruitment	~3.55% ~31.39%

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.
Refer 2.1.6 and 2.6.2.

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?
Refer item no.5.1.7 and 5.1.9

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

Students at risk of failure or drop out are identified and individual teachers counsel them and help if necessary. Special classes are taken for these students and additional assignments / tests are scheduled so that they are adequately prepared for the examinations. Financial help also has been given to students who are at risk of dropping out due to financial problems. Drop out due to marriage is prevented by the counselling provided by individual subject teacher of the department. Also refer **5.1.4.**

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar. Range of Sports/Games :
All activities are based on the semester calendar of the university. Inter college competitions in Sports are organised on a regular basis by the University and other organisations like the Delhi Athletics Association, Delhi Basketball Association, Delhi Volleyball Association, Delhi Judo Association etc. The games in which coaching is held are as follows:

- Athletics which includes Cross County Race too.
- Ball Badminton
- Basketball
- Chess
- Cricket
- Judo
- Table Tennis
- Tennis
- Volleyball
- Wrestling

Gargi College participates regularly in these inter college games. Gargi Olympiad, an Intra college Sports Competition is organised for all the students of the college in the months of August-October. Annual Sports Day too offers opportunity to the students and staff to take part in sports competitions. Gargi College is proud of all its sportspersons who are highly motivated, practice regularly during coaching sessions and participate in most of the tournaments. All possible support is provided to the sportspersons for participation in these events. For details of participation, refer **5.3.2**.

Range of Extracurricular and Cultural Activities:
The college has a well-planned cultural calendar which is prepared at the commencement of the academic session every year. It specifies the dates of the academic events (seminars, workshops, career counselling etc.) and cultural programmes (Cultural Day, College Festival – Reverie) to be held throughout the year. A Teacher Convenor/Teacher In-Charge (TIC) is in charge for each programme/department which helps in the smooth conduct of the scheduled programme. All the societies of the college practice throughout the year and participate in competitions and win many laurels as is evident in **5.3.2**. The competitions take place in various intercollege events both outside as well as in the college. The following are the cultural socities in the college.
The ranges of extracurricular and cultural activities available for the students to engage in are:

- **Upstage**   The Dramatics Society (Hindi and English)
- **Kshitij**   The Street play Society
- **Quilluminati**   The English Creative Writing Society
- **Literati**   The English Literary Society
- **QED**   The English Debate Society
- **Anubhuti**   The Hindi Creative Writing society
- **Sameeksha**   The Hindi Debating Society
- **Samranjini**   The Indian Music Society
- **Euphony**   The Western Music Society
- **Sparx**   The Choreography Society
- **Enliven**   The Western Dance Society
- **Nazaakat**   The Indian Dance Society
- **Iris**   The Photography Society
- **Glass Eye**   The Film Society
- **Quizzito**   The Quiz Society
- **Hues**   The Fine Arts Society

5.3.2. **Furnish the details of major student achievements in co- curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.**

Table 5.3.2   Sports Achievements from 2010-2014

Athletics	Medals/Positions	Competition
2010-11	2 Silvers and 1 Bronze medal.	Delhi State Athletics Championship.
	2 Bronze medals and one 4th	Delhi University Athletics Championship.
2011-12	1 Bronze 1 Gold, 1 Bronze, one	Delhi State Athletics Championship.

	4th. One 6th and one 7th position	Various events in Delhi University Athletics Championship.
2012-13	1 Gold, 4 S and 1 Bronze Medal.	Delhi State Athletics Championship
	3 Silvers, and one 4th position.	Various events in Delhi University Athletics Championship.
2013-14	1 Silver and 1 Bronze	Delhi State Athletics Championship.
	1 Silver 2 Bronze Medals and two 4th positions.	Delhi University Athletics Championship.
Ball Badminton	**Medals/Positions**	**Competition**
2013-14	Introduced the game and one student represented Delhi.	Senior National.
Basketball	**Medals/Positions**	**Competition**
2010-11	One student represented Delhi.	North Zone and All India Basketball Tournament.
	One student represented Delhi.	Women's Senior National Basketball Tournament.
2011-12	Nil	
2012-13	4th out of 20 teams.	DU Intercollege Tournament and YMCA Tournament.
	One student represented Delhi University.	North Zone (3rd) and All India Basketball Tournament
2013-14	One student represented Delhi.	28th Federation Cup National Basketball Championship
Chess	**Medals/Positions**	**Competition**
2012-13	7th position	Delhi University Chess championship out of 14 colleges.
2013-14	7th position	Delhi University Chess championship out of 14 colleges.
Cricket	**Medals/Positions**	**Competition**
2010-11	2 students represented Delhi University.	North Zone Inter University cricket Tournament.
	4 students participated	Junior State Cricket tournament..
	1 student participated	Senior State Cricket tournament
	2 students participated	North Zone Cricket tournament.

2011-12	2nd position	Delhi University Cricket Championship.
	3 students participated	Senior National Cricket Championships.
	4 students participated	Junior National Cricket Championships.
	3 students represented	Delhi University in the All India Inter University cricket Tournament.
	3 Students represented Delhi.	Zonal Cricket Matches at the National level.
2012-13	4th Position	Delhi University Cricket Championship.
	One student articipated	UP National Cricket Tournament. Delhi University in the All India
	5 students represented	Inter University cricket Tournament.
	1 student participated	Senior State Cricket tournament
	4 students.	Inter State participations.
2013-14	3rd position	Delhi University Cricket Championship
	1 student represented	Delhi University in the All India Inter University cricket Tournament
	2nd position winning member	North Zone Inter University Cricket Team.
	1 student participated	Inter State level.
Fencing	**Medals/Positions**	**Competition**
2013-14	Gold Medal in Team & Individual Event.	Junior State Fencing Championship.
	Gold Medal in Team & Silver Medal in Individual Event.	Senior State Fencing Championship.
Gymnastics	**Medals/Positions**	**Competition**
2012-13	2nd Position in event 'clubs' and Member of team which secured 1st Position	Delhi State Gymnastic Championship.
	She also represented the University of Delhi.	All India Inter University Gymnastics Championship.
2013-14	One student represented Delhi	Senior National, State and Inter University Gymnastics Championship.

Judo/ Kurash	Medals/Positions	Competition
2010-11	Team Championship with 5 Gold Medals 1 Silver Medal and 1 Bronze medal.	DU Intercollege Judo Championship.
	Team Championship with 12 Golds, 3 Silvers and 13 Bronzes.	All Delhi State Judo Tournaments combined.
	One student was a member.	Indian Camp for Judo.
	1 Silver medal and 1 participation.	World Kurash Championship
	2 students participated.	Federation Cup Judo Tournament.
	1 Gold and 1 bronze	Senior National Kurash championship.
2011-12	Team Championship in DU Intercollege Tournament 5 Gold Medals 1 Silver Medal and 1 Bronze medal.	Delhi University Inter-College Judo Championship.
	1 student bagged the Silver medal.	Commonwealth Judo Trials and was selected for India Camp.
	Team Championship in all other tournaments too with 12 Golds, 7 Silvers and 16 Bronzes.	All Delhi State Judo Tournaments combined.
	One student represented India	Judo World Cup for Men and Women in Uzbekistan and Kazakhstan, 28th World Judo Championships 2011 at Paris.
	Two students represented India	Asia Junior Sports Exchange Games at Japan and World Kurash Championship, Uzbekistan.
	1 Gold and 2 Silvers.	All India SAI Judo Championship
	Three paticipations.	Senior National Judo Tournament.
	1 Bronze and one participation	Junior National Judo Championship.
	2 Bronze medals and 2 participations	Interuniversity Judo Championship.
2012-13	Team Championship in with 4 Gold Medals 2 Silver Medals and 2 Bronze medals.	Delhi University Inter College Judo Championship.

	1 participation	Inter university Judo Championship.
	1 participation	Inter University Judo Championship.
	Team Championship with 11 Golds, 11 Silvers and 9 bronze medals.	All Delhi State Judo Tournaments combined.
	Team Championship	LSRC Sports Festival.
	4 students participated.	Kurash Senior Asian Tournament with 3 Bronze medals.
	2 students participated and 1 Bronze medal	Junior National Judo Championship.
	1 gold, 2 Silvers and 1 Bronze.	Senior National Kurash.
2013-14	Team Championship with 5 Gold Medals 1 Silver Medal and 2 Bronze medals	Delhi University Inter College Judo Championship.
	Team Championship in	Delhi State Judo Championship in under 20 and Women section, LSRC Sports Festival.
	Runners-up	Dada Dev Open Delhi State Judo Championship.
	12 Golds, 8 Silvers and 13 bronze medals and 1 participation.	All Delhi State Judo Tournaments combined.
	3 students participated	Kurash International Tournament at Uzbekistan.
	2 & 3 students participated respectively	Junior and Senior National Judo Championship.
	1 Bronze medal in	Senior National.
	3 participations and 1 Bronze	Interuniversity Judo Championship.
Table Tennis		
2011-12	1st in Singles	3rd Stag Inter District and Delhi State Table Tennis Championship.
Tennis		
2012-13	One 4th position.	Haryana State Women Festival Tennis Tournament.
	Quarter finalist in	AITA Women Bangalore 3.5 Lakh.

	Quarter Finalist in	AITA Ranking Women Delhi 7 Lakh.
2013-14	Finalist in Singles.	AITA Ranking Women 1 lakh Tournament.
	1st Position in Doubles	AITA Ranking Women 1 lakh Tournament.
	Quarterfinalist in Singles & Finalist in Doubles	AITA 3.5 lakh Tournament.
Volleyball		
2011-12	2nd Position	IIT Volleyball Tournament
	5th Position	Delhi University Inter College & YMCA Volleyball Tournament.
	4th position	Delhi State Women's Festival.
	1 student represented	DU at Inter University Volleyball Championship.
2013-14	1 student represented Delhi.	16th Youth National Volleyball Tournament.
Wrestling		
2010-11	Team Championship with 5 Golds, and 1 Bronze.	Delhi University Inter College Wrestling Championship.
	2 participations	Inter university Wrestling Championship.
2011-12	Team Championship with 5 Golds, and 1 Bronze.	Delhi University Inter College Wrestling Championship.
	2 participations	Inter university Wrestling Championship.
2012-13	Team Championship with 5 Golds, and 1 Bronze.	Delhi University Inter College Wrestling Championship.
	One participation	Inter university Wrestling Championship.
2013-14	Team Championship with 5 Golds, and 1 Bronze.	Delhi University Inter College Wrestling Championship.

National Cadet Corps

Year	Participation	Event
2010-11	Three Cadets selected	NCC Republic Day Camp:
	One cadet led the Delhi Directorate	Punjab Trekking Camp – a National Level Camp.

	Runner-up prize for	'Best Cadet' competition at Kirori Mal College.
	1st position	Best Cadet Competition in PGDAV and Dyal Singh .
	2nd prize for team	Drill competition in PGDAV College.
	2nd prize for team	Guard of Honour competition in Dyal singh College,
2011-12	3 cadets were selected	for the Republic Day camp.
	Four cadets participated in	Chief Minister's rally.
	Cadet Rashmi Jakhar participated in prestigious	Republic Day Camp.
	3 cadets were selected	National Integration Camp in Karnataka
	Sgt. Rammurti was selected	para basic course in Agra.
	3 cadets attended	Parasailing course for the Prime Minister's rally
2012-13	Cadets took part in horse riding, rock climbing and river crossing etc.	CATC Camp
	5 Cadets participated	Ajmer training Camp
	Cadet Rashmi Shukla successfully completed	the Rock Climbing Training Camp in Gwalior.
	Cadet Shilpa attended	National Integration Camp.
2013-14	Cadets Radha and Mahima attended	National Integration Camp.
	5 Cadets, namely, participated	Chief Minister Rally
	5 Cadets attended	ThalSainik Camp
	20 cadets attended	Combined Annual Training Camp Delhi Cant.

National Service Scheme

Year	Participation	Event
2010-11	First NGO visit	Family of Disabled.
	2nd visit	NGO Navjyoti
	Volunteers regularly visit	Blind Relief Association and Blind School in Sadiq Nagar.
	Organised Blood Donation Camp, NGO/ Diwali Mela, Children's Day and Friendship day.	Gargi college.
	Several talks were organized	on varying topics such as:

		Myths and facts about nutrition by the Shikha Sharma clinic. A workshop by Equal Opportunity Cell on how to help the Physically challenged and not make them feel different
	Self defense classes	Gargi College
	The students won the first prize in the	Debate Competition, poster making at Delhi university
2011-12	Organised Blood Donation Camp, NGO/ Diwali Mela, Children's Day and Friendship day.	Gargi college.
	Organised clothes collection drive, cleanliness drive and the newspaper collection drive	Gargi College
	NSS team has started Reading Facility	Differently-abled students (VH)
	A series of 9 workshops on 'Holistic Life Management'	The objective of this ongoing program was to expose the student to human values and to train them in leadership, stress and time management skills, managing negativity, nurturing relationship and personality development
	Volunteers regularly visited	Blind Relief Association and Blind School in Sadiq Nagar, NGO's Action for Autism, Goonj, etc.
2012-13	Organised Blood Donation Camp, NGO/ Diwali Mela, Children's Day and Friendship day.	Gargi college.
	Organised clothes collection drive, cleanliness drive and the newspaper collection drive	Gargi College
	Volunteers devoted much of their time volunteering at organisations	M.A.D (Make a Difference), AISEC - Dil Se, Cheshire home, and Janta Adarsh Andh Vidyalaya at Sadiq Nagar
	A number of NGOs like were invited to the college to spread	Sweccha, Action for Autism, Indian Cancer

	awareness about the causes they advocated	Society and the Satya Sai organisation
2013-14	A highly informative and interactive seminar on	Breast Cancer Awareness was organized with the doctors from AIIMS.
	Organised Blood Donation Camp, NGO/ Diwali Mela, Children's Day and Friendship day.	Gargi College.
	A training and quiz session .	On Disaster management,
	An awareness session on SafeHands was also organized.	an Android application for Women's Safety

Extra-curricular activities

Dance Indian / Western	**Positions**	**Competition at**
2010-11	1st in Western Dance	Mata Sundri College, JIMS, NIFT, AIIMS, Gargi, Maitreyi Colleges Shivaji College, Dyal Singh College, Stephens,Miranda House
	2nd in Western Dance	Gargi College KNC and MSC
	3rd in Western Dance	Gargi and IIT Kanpur NIFT, Deshbandhu, Lady Hardinge, IBSIM, NIFT IBSIM, Gargi,
	3rd in Folk Duet	Gargi
	3rd in Solo Dance	LIC, Deshbandhu, Gargi. AIIMS, Lady Hardinge, St.Stephens
2011-12	1st in Solo Dance	IP College
	2nd Solo Dance	IHE
	3rd in Solo classic	IIT Kanpur
	1st in Group Dance	IIT Kanpur, Sri Venkateshwara, Gargi, Amity Uni., Khalsa college, DCAC,
	2nd in Group Dance	KNC, Kalindi, MSC, PGDAV, MH, Maitreyi, SGND Khalsa, IHE,
	1st in Western Dance	BIMTECH, DCAC, Khalsa, Amity Noida

	2nd in Western Dance	Symbiois Pune
	3rd in Western Dance	BITS Pilani
2012-13	1st in Solo Dance	JDMC, Gargi, LSRC, SVC, KNC, JMC, St.Stephen's, VMC,AIIMS, IIT Mumbai, DSC
	2nd in Solo Dance	JDMC, KNC, Antardhwani, IPC, JMC,
	3rd in Solo Dance	KNC, IIT Kanpur,
	1st in Duet Dance	AIIMS, DSC Eve.,IIT Kanpur,
	1st in Group Dance	JMC, St.Stephen's, Maiteyi, Gargi, IPC, Antardhwani, DIRD
	2nd in Group Dance	MSC, GGSCC, DSE Eve., SGTB Khalsa, SGND Khalsa, Manavrachna Uni.
	3rd in Group Dance	SVC
2013-14	1st in Solo Dance	AIIMS, KNC, JDMC, VMC, MAC, MH, LSRC, Gargi,
	2nd Solo Dance	MSC, VMC, St.Stephen's
	3rd in Solo classic	KNC, JDMC,
	1st in Group Dance	St.Stephen's, VMC, Kalindi, GD Goenka, Gargi, AIIMS, JIT, ITM,
	2nd in Group Dance	IITK, IGDTU,KNC,JMC, IPC, MH
	3rd in Group Dance	GD Goenka, KR Manglam, Gargi
	1st in Duet Dance	Gargi, IIT Kanpur, VMC,
	2nd in Duet Dance	AIIMS, Gargi,

Singing Indian/ Western	**Positions**	**Competition at**
2010-11	1st in Solo Singing	NIFT, Deshbandhu,
	2nd in Solo Singing	Lady Hardinge, 2nd and 3rd at IBSIM
	3rd in Solo Singing	Gargi,
	1st in Group singing	Gargi
	3rd in Group Singing	LIC, Deshbandhu
	3rd in Duet	Gargi
	1st in Western instrumental	AIIMS, Lady Hardinge, St. Stephen's

		1st All girl band in DU	
2011-12	1st in Solo Song	Gargi, AIIMS, IHM, DSC, LSRC, SVC,MH.	
	2nd in Solo song	Gargi College, IIT Mumbai.	
	3rd in Solo Song	Maitreyi, Gargi,KNC,	
	2nd in Group Song	IP, SSCBS,	
	3rd in Duet	Gargi College	
	1st in Western Music Group/Solo	AIIMS, IHE	
2012-13	1st in Group Song	SGGSCC, IPC, MH,	
	2nd in Group Song	St. Stephens, LSRC, Kalindi,DRC,	
	3rd in Group Song	Hindu, Gargi,	
	2nd in Band	BITS Pilani	
2013-14	SAMRANJINI was awarded as the **'Top Indian Music Society'** across Delhi University for the year 2013-2014.		
	1st in Solo Song	JMC, IITD	
	2nd in Solo Song	PGDAV,JMC,Hindu, IPC, DRC,MH,	
	1st in Group Song	LSRC, DTU, SVC,SGTB Khalsa,	
	2nd in Group Song	KNC, SGGSCC,LIC,	
	3rd in Group Song	JMC,St.Stephen's	
	1st in Music Interpretation	LSRC	

Debate English/Hindi	Positions	Competition at
2010-11	Best Speaker and 2nd Best Speaker	Election commission of India, JMC, KMC
	Best Team	Hindu, Ambedkar Univ., Hansa Memorial,
	Quarter finalist	BITS Bilani parliamentary Debate; SRCC
2011-12	1st Conventional Debate	St Stephens, SRCC, Hindu, KNC, Gargi, IPCW, NSIT, DDUC, DCAC,
	2nd Conventional Debate	KNC, DSE, Bhakaracharya College of Applied Sciences, Guru Nanak Khalsa college,
	Best Speaker	St.Stephen's, IHE, NIPR, CBS, SRCC, Hindu, KNC, Gargi, Bhaskaracharya, JDM, IHE, NSIT
	Interjection 1st Conventional Debate	Ramjas

	1st Parliamentary Debate	LSRC,
	2nd Parliamentary Debate	IIT Kanpur, JDMC
	Adjudication 1st Parliamentary Debate	BITS Pilani
	Interjection 1st Parliamentary Debate	Gargi
	1st and 2nd in Hindi Debating	RLAC (E), LSRC, IHE, SPMC IITK, Arts Faculty, SBSC, Ramjas.IPCW, DDUC, AIME
2012-13	1st	Gargi, KNC,VMC, DUCC,JMC,
	2nd	Gargi,
	3rd	KNC, IITK,
	Best Speaker	KNC,DCAC, NCDC, Subhash Chandra Bose Debate, Maitreyi,
	Best Interjector	Gargi MLNC,
	1st Extempore	Gargi,
	2nd Extempore	Gargi
	3rd Extempore	KNC
2013-14	1st	LSRC, MAC, VIPS, IPCW, Gandhi study circle, Gargi, Shivaji, ARSD, Keshav Maha,
	2nd	European-Union,IILM, Rotary Club,
	3rd	JMI,
	Best Speaker	IPCW, Gandhi study circle, Rajdhani C, ARSD
	Best Adjudication	IITD,
	2nd Best Speaker	Satyawati, SRCC, DUSU, VIPS,
	1st JAM	Gargi,
	2nd JAM	IILM
	3rd Extempore	
	2nd Extempore	AIIMS
	1st GD	KNC
	2nd GD	SBSC

Fine Arts	Positions	Competition at
2010-11	3rd in Rangoli	IIT
	2nd in Poster designing	MH
	2nd in Junk Art	IIT
2011-12	1st in Poster making	KNC
	3rd in Poster making	SBSC

	1st in Face Painting	Kalindi
	2nd and 3rd in Face painting	Gargi
	1st in Rangoli	MSC, Gargi college
	2nd in collage making	BITS Pilani
	1st in Graffiti	PGDAV
	2nd in T-shirt painting, Poster making	MH, Maitreyi, Gargi
	1st in Pot Painting	SRCC
	2nd in Pot painting	SGND
	1st in Comic strip making	KNC
	1st in Tatoo making	Dyal Singh
	1st and 2nd in blind art competition	Gargi College
	3rd in tattoo painting	IITK
2012-13	3rd in Rangoli Making	JMC
	1st Poster Making	JMC, MAMC
	2nd in Poster Making	Gargi College, KNC
	2nd in Poster Making	
	1st Dancing Brushes	Gargi
2013-14	1st in Rangoli Making	IITK, IHE
	1st in Poster Making	KNC, Gargi, Ramjas, IHE
	1st in Face Painting	IITD,Gargi
	1st in 3-D Sculpture	IITD
	1st in Madhubani	Gargi
	1st in Wrap it up	Gargi, ZHC
	1st in Mask Painting	MAMC
	1st in Tshirt Painting	MAMC
	1st in painting	IITD
	1st in Product Wizard	SRCC, IITD
	1st in Print Ad	ZHC, SRCC
	1st in Dress Designing	KNC
	1st in Canvas Painting	MH
	1st in Best out of waste	KNC
	2nd in Graffiti	IITD
	2nd in Rangoli	Gargi, Ramjas
	2nd in Matka Painting	MAMC
	2nd in Graffiti	Ramjas
	2nd in Diya Decoration	Gargi
	2nd and 3rd in Wrap it up	Gargi
	3rd in Best out of waste	ARSD
	3rd in Mehndi	Gargi
	3rd in Poster Making	Gargi, Ramjas
	3rd in Tattoo Making	KNC
	3rd in Tattoo Making	MAMC
	3rd in Canvas Painting	MH
	Special Appreciation Sketching	MAMC

Choreography	Position	Competition at
2010-11	1st in Channel V India Fest	Delhi Zonal
	2nd	HT Youth Nexus
	3rd	IP College, IIT Delhi
	1st in Prop Round	MICA Ahmedabad
	2nd in Solo	Channel V India at Goa and NIFTD
	2nd in Prop round	MICA Ahmedabad.
	Best Female Dancer	MICA Ahmedabad.
2011-12	1st	IIPM
	2nd	IIT Delhi and Mumbai, GGSCC
	3rd	Gargi
2013-14	1st	Gargi, LSRC , Amity, Hindu,CVS, Delhi Dance Fever Nyx Peripheri,
	2nd	St. Stephens

Story / Essay / Slogan Writing/ Creative/ Poetry Writing	Position	Competition at
2011-12	1st in Creative writing	Gargi, LSRC,
2012-13	1st in Creative writing	Gargi, LSRC,
	2nd in Creative writing	VMC
	3rd in Creative writing	Gargi, LSRC, Khalsa,
	1st in Poetry writing	KMC, Gargi, PGDAV, MSC, LSRC, Hindu,
	2nd in Poetry writing	IITK, Hindi Bhavan, LSRC, Khalsa, Kalindi, KNC, MLNC,
	3rd in Poetry writing	JMI, LSRC, Khalsa, KNC, ZHC
	Best team in Poetry writing	MSC, KNC
2013-14	2nd in Slogan writing	Gargi
	3rd in Essay writing	PGDAV
	3rd in Slogan writing	Lady Sriram
	3rd in Story writing	IIT Kanpur

Quiz	Position	Competition at
2010-11	1st in BBE Quiz	RLA College
	2nd	Maitreyi College

	3rd	Jaipuria Institute of Management
2011-12	1st in Mythology quiz	KNC
	2nd	Gargi College, Khalsa College
2012-13	2nd in Literati	DRC
	2nd in The House Cup	Ramjas
	3rd in The House Cup	Ramjas
	1st in WQL Mela quiz	IPC
	1st in Literature quiz	Khalsa
	1st in Entertainment quiz	Ramjas
	3rd in College Business quiz	PGDAV
2013-14	1st in General quiz	Gargi

Film Making	Position	Competition at
2013-14	3rd in Advertisement making	IIT-Kanpur
	1st in Film making	Shivaji College
	1st in Film making	Gargi College
	2nd in Film making	IPC, Ramjas, LBC, Gargi

Photography	Position	Competition at
2011-12	1st prize	LSRC, DDUC, SVC, IITM Gurgaon, Gargi in four different categories, IIT Kanpur, IIM Lucknow, JMC, IPC, BITS Pilani
	2nd prize	BITS Pilani, DCAC
	Certificate of participation	Delhi photo festival
2012-13	1st	ZHC, DCAC, IPC, Gargi in 6 different categories
	2nd	SBSC, Photography Club of Gujarat
	3rd	Zorba the Buddha, All India Tamaron Challenge
	Consolation	Lonely planet magazine, Mizo Photographers society
2013-14	3rd position	JMC-fotographia'14
	1st position	Bits Pilani
	2nd position	Psychfestia'14 Gargi college
	1st position	4 different categories in Photography with iris at Gargi
	3rd position	Photography with iris at Gargi

Dramatics	Position	Competition at

2010-11	2ⁿᵈ	National Institute of Immunology
	Best Actor	NII, Dyal Singh
Streetplay		
2010-11	1ˢᵗ	DCAC, FORE School of Management, Pioneer Media School
	2ⁿᵈ	IIPM, Deshbandhu, Kalindi College, IHE
	3ʳᵈ	IIT Mumbai, KNC, JIIT, Maitreyi, Ambedkar College, Gargi College
2012-13	1ˢᵗ	ABS, Faculty of Law, Geetarattan institute of Business Studies,
	2ⁿᵈ	JMI, DTU, Sharda Uni., SGGSCC, BIMTECH, MSC, DSC, Gargi.
	3ʳᵈ	DLF, Shaheed Rajguru College of Applied Sciences.
2013-14	1st	IITK, Hindu,
	2ⁿᵈ	KNC, IPC, MAC, BCAS,
	3rd	Channel V Nokia India Fesst Zonals, St.Stephen's
	Best Actor	DTU, Ramanujan
	Best Script	Ramanujan College

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Informal feedback is sought and given from student graduates and employers. Accordingly college takes action by improving facilities and providing support in the college. For e.g. improvement in the infrastructure in the Placement Cabin. One of the recruiters suggested a registration drive to capture the students who are interested in seeking job opportunities and accordingly catering to the needs of that community in a focused manner. This suggestion was valuable in the background of maximum number of students interested in pursuing higher education. Most of the graduates who get placed in various corporations and other institutions offer to guide their juniors.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The creative writing society of the college and individual departments provide training and a platform for the students to write and publish. The college involves and encourages students to publish in the following ways:

The Annual College Magazine - An Annual Magazine '*Logos*/*Abhivyakti*' with sections in three languages viz. English, Hindi and Sanskrit is published by the college. This magazine has a student editorial board with teachers as mentors and a design team. Right from planning the theme to designing the layout and editing the articles received, the magazine is the creative endeavour of all the students in the editorial team besides the contributions from all the students. Faculty members' guide and advice as required. All the students of the college are invited to submit articles/stories/poems. Best articles out of the received articles are chosen for publication. Best Cover Page and Best article are rewarded on the College Day.

Wall Magazines - Almost all departments have their own notice boards and information about Departmental activities and news articles about the relevant subject are affixed on them. These articles on the notice board keep changing periodically and the class representatives and association representatives are usually the ones who manage the board.

Departmental/Co-curricular Activity Magazine - In addition to the main College Magazine, most of the departments/co-curricular activities bring out their own magazine/newsletter periodically. Student editors are chosen out of those students who express an interest for the same. They along with the Faculty Advisor decide the layout of the magazine and the articles to be incorporated. Invitations to contribute to the departmental/co-curricular magazine are posted on the notice board and best articles chosen. Seeing their name on the cover page is its own reward. The details of publications/ materials are given at **5.1.4.**

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Yes, we have a Students Council for which elections are conducted in the month of Feb/Mar annually.
The Gargi Students Union is an autonomous body and it is not affiliated to Delhi University Students Union. A new union is constituted every year in Gargi College. The members of the students union are elected through a democratic process. The election process begins with the nomination from students for all posts. Applicants are required to fill the necessary information in the nomination form for the post they want to contest, their class attendance, examination results, their capabilities and experience in working in various societies and programmes. Applicants are shortlisted on the basis of the information provided and assessing their eligibility for the post in the union. This is followed by submission of their electoral agenda. The campaigning for elections starts after the hand-made agendas are displayed on the college notice board. The agendas should be in the interest of students in the

college. Candidates can campaign in the college, interacting with students in their classes and outside in the campus, discussing their agendas and achievements and asking for support and votes. Candidates are allowed to campaign only during college hours and inside the college campus. On the day of Big-Fight, the election debate held before the Election Day, students pose questions to the candidates regarding their agenda and the probable solutions to the problems faced by the general students in the college.

On the day of voting, every student is given a ballot paper having a list of names of the candidates for the different posts. Each student is required to tick against the name of the candidate she wants to vote for and drop the ballot paper in the ballot box. Votes are counted after the polls and the results are declared at the end of the day.

An excerpt from the Constitution of Gargi College Students Union
1. The name of the Union shall be 'Gargi College Students' Union' called GCSU hereinafter.
2. All regular students of the college shall be members of GCSU and will form the General Body.
3. The Principal shall be the chairperson of GCSU.
4. GCSU shall have an Executive Council, 'EC' comprising elected office bearers and Staff Advisors.
5. The Student office bearers of GCSU shall be elected by the General body of students every year and will constitute the Students Council 'SC'.
6. GCSU shall have two or more Staff Advisors, who shall be nominated by the Staff Council every year. The number shall depend upon the extensiveness of the task at hand.

The Students' Council Elections are held every year for the posts given below. Only the students studying in the year mentioned against the respective post can apply for that post.

Post	Number	Year	Criteria (compulsory)
President	One	2nd year	The candidate must have cleared all the papers in the Nov./Dec. semester examination.
Vice Presidents (Arts, Science, Commerce)	Three	2nd year	
Cultural Secretary	One	2nd year	All those elected must clear all the papers in the May semester examinations, failing which they will cease to be members of the Student Council.
General Secretary	One	2nd year	
Treasurer	One	2nd year	
Sports President	One	2nd year	
Public Relations Officer(PRO)	One	2nd year	The candidate must have been a **Class Representative/Convenor/Active Member** of a society or their respective department Union.
Sports Captains (Arts, Science, Commerce)	Three	1st and 2nd year	Candidates should have **Minimum 75% attendance** In The 1st /3rd semester.
Proctors (Arts, Science, Commerce)	Three	1st and 2nd year	Any misinformation or misrepresentation on the form will lead to disqualification of the

			candidate.
			SPECIFIC CRITERIA FOR THE FOLLOWING POSTS
			Cultural Secretary- Convenor/Co-Convenor/active member of a cultural society.
			Sports President- Outstanding player in any one of the sports activities of college.
			PRO- Experience of raising sponsorships at college or department level.

Funding

The financing part, if required, is looked after by the college itself, as Gargi College Students' Union is an autonomous body and in no way affiliated to Delhi University Students' Union (DUSU).

Activities

The Students' Council organises a number of activities during the year. These activities include smooth conduct of general admissions, ECA trials and admissions, orientation programme for the 1st year students, ECA orientation – a platform where the 1st year students get a chance to register themselves with the different societies of the college, Fresher's welcome programme, Teachers' Day celebration, SPIC-MACAY programmes, Cultural Day/NSS *Diwali Mela*, Annual Inter-college Cultural Fest "REVERIE", Elections, Annual Day and Farewell, to name a few. From time to time it conducts meetings with the Class Representatives in order to apprise them of the various activities being conducted in the college.

This year the Union organised and celebrated *Swacch Bharat Abhiyaan*, National Unity Day and Good Governance Day. It also arranged a Cancer Awareness Programme for the teachers, non-teaching staff and the students.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

Proctorial Board and Canteen Committee.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

The institution networks and collaborates through an Alumni Meet organized from time to time. Also, social networking media like the Facebook is utilised to convey information or news about the college. Gargi Website also is utilised for the same. *e-Manaswani* is a publication of an annual newsletter which is hosted on a page on DU website and also sent to all alumni by email. Gargi alumni are invited to give counselling sessions to current students. Alumni are invited as Chief Guest/Guests at college meets. Alumni are also invited as technical and academic speakers in seminars. The Facebook page of the Students Union is also utilised to network with the alumni.

Any other relevant information regarding Student Support and Progression which the college would like to include.

Student Support and Progression is monitored by various subcommittees such as
1. Academic Performance and Research Committee
2. Greening Gargi Committee
3. Infrastructure Committee
4. Student Capacity Building Committee

These committees assess the needs of the students verbally and take measures accordingly.

CRITERION VI

GOVERNANCE, LEADERSHIP
AND
MANAGEMENT

Criterion VI: Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the institution and enumerate how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

It is a constant challenge for Gargi College to define and update its vision with the rapidly changing world, with our changing national and youth's needs.

Vision:

- To make this institute of higher education a center of excellence by promoting knowledge, creating new knowledge, finding its applications and helping our students to take leadership positions in addressing the social needs of the society.

Mission:

Gargi's mission statement is….That every student who passes through the portals of the college emerges as a wholly developed individual symbolizing the spirit of enterprise and inquiry that characterises Gargi.

Thus, the college desires to give equal opportunity of excellent education to students coming from diverse sections of society, by adopting innovative teaching –learning methods, and promoting innovative research among teachers and students. Further, we aim to sensitize the students towards diversity issues and increase social responsibility among students toward deprived communities.

Gargi College's distinctive characteristics in terms addressing various needs:
- The vision and mission of our institution is guided by the spirit of the learned Gargi, the woman scholar from Upanishads, who symbolizes the spirit of enterprise and inquiry that characterizes us.
- The aim of the college is to develop women of substance, who will combine self - fulfillment with accountability to the community and pursuit of truth with dedicated involvement through action of serving the deprived.
- It is desired that our youth will celebrate diversity without compromising absolute values and attain women empowerment without losing cherished human ideals.
- The mission statement of making Gargi College an excellent institution of higher education, addresses the needs of youth and making the undergraduate system works for their benefits. This is also necessary for the progress of our nation. We are moving toward a 'knowledge economy' which is an index of development and this is enhanced by making our institution of higher education an institute of excellence.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The policy and plans are designed and implemented to fulfill the mission hence making the vision of the college a reality.

- Top leadership of the University of Delhi and members of Governing Body provide their continuing guidance and support to the Principal. The Principal and faculty play an executive role in designing and implementing its quality policy and plans for academic excellence and overall personality development of students.
- Faculty and staff cooperate in the academic administration of the college. They provide dedication and full responsibility in academic activities as well as extended activities of NSS, NCC, NSO, placement endeavors and research activities.
- Principal and teachers manage the functioning of the college through active participation. Several committees are constituted by the Principal in the Staff Council meetings where teachers opt for as members/conveners of these committees for managing various academic and administrative operations such as admissions, time – table, workload, examinations, library, add-on courses, infrastructure development and maintenance   and extracurricular activities relating to different societies, NCC, NSS, NSO, etc.
- There is transparency and effective utilization of funds because of collective responsibility and cooperation among various committees, Bursar, administrative staff and GB under the leadership of the Principal, guidance and support of the Governing Body.

6.1.3   What is the involvement of the leadership in ensuring?

The policy statements and action plans for fulfillment of the stated mission

- Policy and action plans for academic and non-academic activities are communicated to students at the beginning of session and throughout the year through prospectus, college website, orientation programme, college notice boards.
- Principal coordinates with all departments through TICs and conveners/members of societies, advisors, proctors and committees
- Principal ensures that all activities are organized effectively by the various departments and societies by adhering to academic and cultural calendars.

Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan

- Governing body which is an advisory group consisting of 10 nominated members (5 members from Govt. of NCT and 5 members from Delhi University), 2 University Representatives, 2 Teachers Representatives and one optional Non-Teaching representative and Principal as Secretary. The Governing Body assists the principal in major decision making relating to the functioning of the college.
- Principal is the head administrator who has major responsibilities and work through committees in planning objectives, distribution of funds, admissions, regulating the functioning of various departments and non-formal college programmes, functioning of co-curricular groups and discipline.
- Principal works in an actively participative manner with the staff council of the college for decision making and execution of policies and its governance.

Interaction with stakeholders

- Principal along with students' advisors interact with student union members regularly for managing their activities. Principal addresses the general student body to keep them apprised of important academic and non-academic information.
- Staff council meetings are held regularly for maximizing the participation of faculty in functioning of college.
- Committees plan out the activities for the students with their participation.
- Departmental meetings of faculty are held frequently to review the functioning of various departments.
- Principal ensures that alumni of college play an active part in the development of the college through the network of alumni association.
- College networks with industries, government, nongovernment organizations for assistance in research projects, add-on courses, and educational visits, training workshops, internships and placements.

Proper support for policy and planning through need analysis, research inputs and consultations with stakeholders

Gargi College has an identity as a normative organization, with its main function of teaching, enhancing knowledge. However education also forms the basis for service to society. This function of service to the society is also the basis of utilitarian organizations, which is another aspect of the identity of our college.

- It also motivates teachers and students to do applied research projects.
- High quality teaching- learning through innovative methods is emphasized for high academic achievement that is also linked with career success of students.
- The College uses alumni network and interacts with industries, government and non-government organizations for training students in career planning, internships and placements.

Reinforcing the Culture of Excellence

- Organizational capacity of our institution is developed by enhancing mutual understanding and responsibility among its teachers, non-academic staff and students.
- Culture of excellence is also created through interdisciplinary interactions based on trusting and efficient teamwork such as in collaborative research, conducting seminars and constituting of study groups.
- Providing a stimulating and encouraging environment in the college for students to achieve excellence in academic and nonacademic activities.

Champion Organizational Change

- In order to make our college an institute of excellence, the Principal has to ensure competent administrative staff who can be delegated the non- academic activities, so that she concentrates on academic and social growth of the institution.
- Encouraging teachers' development in the college by providing stimulating environment, promotional avenues and facilitation for fulfilling their multiple roles.

- Recognition and rewarding teachers for their contribution in growth of the college and thereby enhancing their organizational commitment.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

Policies and plans of the college are effectively implemented through the participation of teachers, non-teaching staff and students such as:

- Departmental meetings of the teachers are held regularly to assess academic performance, students' attendance, classroom discipline, course completion and internal assessment.
- Staff council meetings are held for any review and suggestions for improvement.
- Planning and monitoring committee reviews the accomplishment of short term and long term objectives and suggests for further improvements.
- Principal's meeting with TIC and non-teaching staff are held regularly.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

Academic leadership provided to the faculty by the top management for the following academic aspects:

Setting standards for teaching: Teachers set high quality teaching standards. Thus, faculty is motivated to avail the opportunities to attend faculty development programmes, to use innovative teaching methods and ICT resources available in library and labs. Duty leave is provided to teachers to attend orientation and refresher courses. Faculty is encouraged to apply for research projects from different agencies to enhance their skills and help in mentoring the students.

Assessment of the students: Periodic students' performance evaluation is done through assignments, presentations and feedback is provided to them for improvement.

Organizing academic programmes: Faculty of each department is encouraged to conduct academic programmes for teachers and students such as training workshops, seminars/conferences at the national and international levels.

Recognition to faculty: Recognition and awards are given for innovative research projects, publications in reputed journals and achieving higher academic/professional degrees. Faculty is also encouraged by the top management to publish their work, write books. Those faculty members who are non-Ph.Ds. are encouraged to pursue it.

Imbibing values and character formation: Teachers provide ideal role models and promote acquisition of values among students such as ethical and moral values.

6.1.6 How does the college groom leadership at various levels?

College grooms both students and teachers as leaders such as:

Academic leadership: Teachers act as leaders in classes, as TICs, conveners / co-conveners of different academic societies and curricular committees. As class teachers they are groomed as academic leaders for imparting high quality teaching by encouraging the use of innovative methods. Teachers set high standards of academic performance and adhere to time bound assignments and presentations, mentoring students for research, giving them opportunities for educational field visits, encouraging interaction with experts and organizing seminars and training workshops. They also take part in formulating syllabus and go to other colleges and schools as resource persons for training the students.

Teachers are also given the responsibility of various academic committees as members/ co-conveners/conveners at the department and college levels such as admission committee, examination, workload, time-table, discipline committees, academic committee and so on. Responsibilities are rotational so that they get the experience of different college operations.

Non- academic leadership: Teachers also join various societies as members and conveners for promoting non-academic activities/talents and social responsibility among students such as Debating, film, photographic, music, dance, drama societies and NSS, NCC, EOC, Eco club.

Students as leaders:

Academic leadership: All departments have their associations with student office bearers and they organize all events of the association during the year including the annual fest which has both academic and cultural part. Students are groomed for leadership in their departments taking the positions of class representatives, department association members, members of the library and lab committees

Students organize academic events at the department and college level. They get the opportunity to interact with eminent experts in their disciplines; learn to work in teams, presentation and communication skills. Students are also given formally leadership training by experts in 'beyond the classroom' programmes.

Non–academic leaderships: Students participate in various co-curricular activities and organize events for various cultural societies. Student union members and members of different association and cultural societies acquire leadership qualities by organizing events in college and in their departments. College also exposes the students formally to various training programmes relating to these activities.

6.1.7 **How does the college delegate authority and provide operational autonomy to the departments/ units of the institution and work towards decentralized governance system?**

A college consists of departments of various disciplines. The departments are governed by academic staff for daily routine of teaching, assisted by teacher–in-charge and administrative staff. Principal plays a supportive and advisory role. Thus, there is operational autonomy in the functioning of departments. The demarcation of departments is because of diverse courses and disciplines offered at the undergraduate studies. However when a course requires teaching of different disciplines, the

boundaries of the existing departments becomes flexible. There are increased interactions among teachers of different departments for collaborative teaching. Initially, colleges used to offer basic courses to the students. However, with time, more applied courses, such as Business Economics, Entrepreneurship and applied Science course are being introduced for the students that require interdisciplinary teaching.

Thus, the college governance at the departmental level shows decentralization in day to day functioning, organizing academic and nonacademic activities and use of funds. Major decisions for admissions, examinations, workload and appointment of teachers are as per DU norms and regulated by the Principal in participation with the department faculties.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

The college promotes a culture of participative management as all college operations are managed by committees constituted for academic and non-academic activities. Major committees comprise of teachers, and some specific ones include non-teaching staff and students as well. Committees are formed democratically in the staff council meetings and each committee has a teacher convener

Governing body (GB): The governing body is the executive authority and exercise general supervision and control of the affairs of the college. GB is constituted of Chairman (one), member secretary (one), treasure (one), members (12): five members are nominated by the Government of NCT of Delhi, five members are nominated by the University of Delhi, two university representatives by DU, two members from the college faculty, one non- academic staff member and the Principal is the member secretary.

Staff Council: Next level of management is staff council, an affiliated body. The staff council constitutes of chairperson (Principal), staff council secretary, a teacher elected by all faculty members of the college. Various committees are constituted by the staff council for managing various functions of the college such as time table, admission, examination, workload, maintenance, purchase, canteen and Library. The staff council is responsible for college time table, allocation of extra-curricular work, purchases, organizing admission, formulation of admission policy, looking after the welfare of students, preparing guidelines for effective functioning of the college.

Figure 6.1.8   Participatory Management

| G.B. | ⟺ | Principal | ⟺ | Staff Council | ⟺ | Committees |

Various Committees

Committees for admission, workload, time-table, internal assessment, examination, student advisor, student welfare, library; purchase committee, infrastructure, canteen, sports, NSS, NCC, WDC, ICC, EOC, eco-club, marketing, Enactus, societies-debating, dramatics, creative writing, dance, music, painting, photography and film etc.

6.2 Strategy Development and Deployment

6.2.1 Does the institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes, the college has formally stated quality policies for academics and support services.

- Academics quality polices are formulated to enhance teaching-learning process and research. These policies are derived from the best practices in higher education institutions adopted globally, using innovative teaching methods and ICT resources. The policies are actually transformed into action plans to enhance the quality of teaching-learning process by linking these to specific curriculum in various disciplines.
- Faculties of different departments are trained in using new technology effectively such as in different science courses, psychology and computer labs. Feedback is taken from teachers to assess as to how they are benefitted. Self-learning among students is promoted to improve their academic performance. These are the bench marks for reviewing the academic polices.
- Faculty is motivated to take up research projects for upgrading their knowledge and for career development. Teachers are encouraged to mentor the students for projects.
- Strategic policies for administration and support services are formulated to improve their quality and effective implementation. These polices are formulated in consultation with committees, computer experts and government and non-government support organizations. Administrative support is also affected by the policy decisions taken at the university levels, as many college operations relating to admission, examination, workload, appointments of staff are formulated and regulated by the DU norms.

6.2.2 Does the institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

College has a short term and long term plans to achieve the stated objectives and its proper growth. The development plan includes the following aspects:

Infrastructural facilities: Upgrading classrooms to be done and lab facilities to be improved and upgraded according to revised syllabus. Long term plan includes building additional academic block in the college and to construct a girl's hostel.

Library resources: Text and reference books, journals, e-resources need to be updated as per syllabus requirements and student's needs.

Long term plan for library includes up gradation of cyber cell.

More special labs would be created such as mathematical and language labs.

Collaborations and interface with industries to be increased for research, internships, placements and seminars by experts.

Professional training to students: More training workshops for students would be conducted in leadership, teamwork, coaching in sports and training in extra-curricular aspects.

Upgrading the administrative services: Having more opportunities for training of administrative staff and upgrading the technology for effective administration work

6.2.3   **Describe the internal organizational structure and decision making processes**.

The organization structure of the college refers to different levels of management which is participative having academic, non- academic staff, students and Principal as the Head of institution, and supported and regulated by GB. (Refer to item no…..)

Figure 6.2.3   Organization Structure
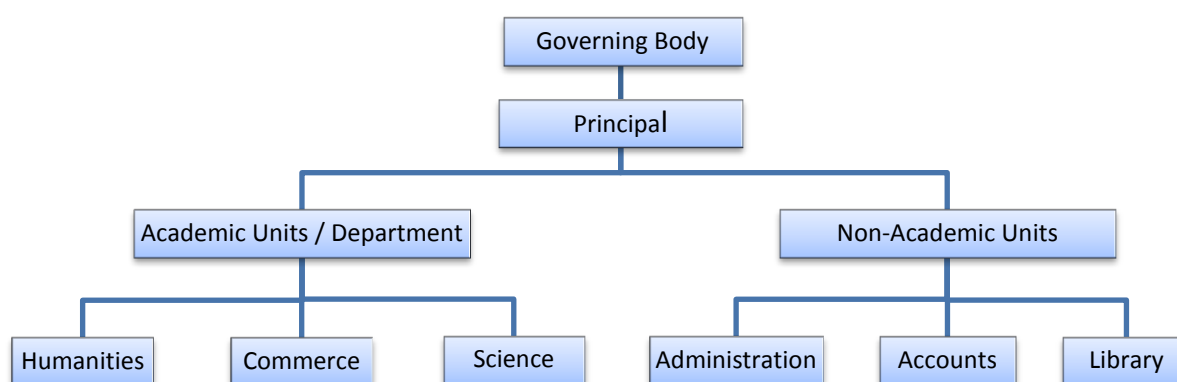
Humanities: Economics, English, Elementary Education, German, Hindi, History, Maths, Philosophy, Physical Edu. Political Science, Psychology & Sanskrit,
Commerce
Science: Botany, Chemistry, Microbiology, Physics & Zoology department.

Decision making processes – organization structure shows the different units having academic and non-academic functions. Decisions are made by mutual participative interactions.

Governing body is having advisory and regulative roles in the functioning of the college. It is mandatory for the Principal to have regular meetings with GB to discuss the various aspects of college functioning relating to finance, faculty related, infrastructure and other matter related to college operations and its growth.

Staff council meetings are held regularly during an academic session for constituting various academic and non-academic committees, strategies are planned and

implemented for various activities such as students' academic performance, research activities, collaborations, societies functioning and other college related information

Departmental meetings of faculty members are held regularly to discuss their functioning.

Student council in consultation with student advisors and Principal take the decisions for organizing various events and activities, sponsorships and other students' related operations.

Decisions for managing the functioning of various committees and societies for extension activities, cultural and co-curricular activities are taken collectively by student council, teacher facilitators and Principal. These activities are planned and organized as per the academic and cultural calendars of the college.

6.2.4 **Give a broad description of the quality improvement strategies of the institution for each of the following**

Teaching &Learning: Improvement in quality of teaching is one of the most important aims of our college. Teachers with dedication maintain standards of knowledge with continuous upgrading in their skills through research. High quality teaching –learning is achieved through the following strategies:

- **Good infrastructure**: The College provides state of the art class rooms with projectors and Wi-Fi facilities, upgraded labs and library. There is effective utilization of building areas, labs, computer labs, and library and seminar hall.
- **Maintaining specific students- teacher ratio** by appointing qualified additional teachers as per the course requirement is done.
- **Effective leadership is provided by the Principal** for having a supportive environment in college and motivating the faculty for enhancing their skills, continuous improvement of knowledge and mentoring the students
- **Systematic analysis of the students' results is done** with feedback to helping the students improve their performance.
- **Improving quality of educational provisions** by defined responsibilities and documented processes such as result analysis documentation, responsibilities of TICs and academic committees.

Research & Development

- Research is a part of enriching teaching- learning process for both teachers and students.
- Students are mentored by the faculty in interdisciplinary innovative projects, star college scheme, path finder which inculcate analytical and critical attitude, learning theory-practice relation and applied aspects of knowledge
- Strategy of getting the science lab recognized and teachers can supervise the students for Ph.Ds.
- College has the strategy of getting the assistance from research organizations for faculty development and its overall growth.

Community engagement

- Youth in the college participate in extension activities and community development programmes by the societies such as NSS, Eco Club, EOC, WDC and NCC.
- Inculcating values of social responsibility, social justice, sensitization and promoting equality toward minority groups, deprived and different others.
- Students work as volunteers in various NGOs as well as in other non-profit organizations.

Human resource management

- College emphasizes on overall personality development of students besides their excellent academic performance. Students are trained in various academic and social skills and imbibe ethical and moral values
- Placement cell conducts training workshops in career planning and helps students for internships and placements.

Industry interaction

- College promotes the strategy of 'beyond the classroom' activities and conducts field visits of students to industries and business organizations. Students interact with experts invited in college for seminars and conferences. This helps them to bridge the gap between theory and practice as well as learning applied aspects of various disciplines
- Industry interaction also helps the students in their internships and placements. These interactions also help students and teachers in their research projects, getting the assistance for add-on courses.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

Principal conducts meetings, discussions to get the feedback for reviewing the functioning of the college such as

- College promotes self- learning among students besides providing high quality in teaching –learning. Librarian gets the feedback from the students for improving the library facilities. At the department level students are mentored by teachers.
- Regular assessments of the students relating to academic performance are conducted and results are analyzed and documented.
- Academic committees discuss the issues related to college activities.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

- Academic staff is an equal participant in planning the strategies for making the college efficient in all aspects. All decisions in this regard are taken collectively in staff council with the Principal. GB supports and encourages the involvement and active role of the faculty.

- There are two faculty members representing the academic staff, in the governing body who are active participant in governance of college. They are aware of the agenda of the meeting and free to get the feedback of the faculty and communicate about it in GB meetings. Their opinions in the meetings are given due consideration.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

Table 6.2.7 Resolutions passed by GB during 2013-14 and their implementation

RESOLUTION	STATUS OF IMPLEMENTATION
Got fire clearance for the auditorium, committee formed to regulate the hiring of auditorium on request	Rules framed and recommendation of committee approved and auditorium hiring sanctioned
Approval of Balance Sheet for 2012-13; College Budget 2013-14 and Budget Estimates 2014-15	Allocation of funds as per passed budget and budget estimate submitted for getting grant
Approved the house allotment to Mr. Gautam for ten years, as a special case	Implemented
Approved the decision to felicitate those staff who have completed 40 years of service in the college	Staff honoured on the annual college day celebration
Mathematics and Economics offered as Discipline 1 in FYUP	Implemented
Increments granted as per VI Pay Commission to the teacher obtaining Ph.D. and promotion of a teacher under MPS1998 to Reader's grade	Implemented
Permission to install CCTV in college	Implemented

6.2.8 Does the affiliating university make a provision or according the status of autonomy to an affiliated institution? If 'yes' what are the efforts made by the institution in obtaining autonomy?

NA

6.2.9 How does the institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

College has a grievance committee comprising of three teachers in the role of proctors. The committee is constituted by the staff council committee and responsible for dealing with grievances and complaints of the students and maintaining discipline in the campus. The committee ensures that the information is kept confidential and complaints are managed and dealt with objectively and satisfying the parties and appropriate action is taken to minimize the occurrence of such complaints. Teachers

counsel the students to promote better relations among the students and between students and teachers.

There is an admission grievance committee to deal with admission related issues.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

Table 6.2.10   Statement of court cases during 2010-2014

S. No.	Year	Name of Petitioner	Issues	Decision
1	2014	Delhi University SC/ST/OBC Teachers Forum and Anr. V/s University of Delhi and others	Appointment of Teachers	Still in Court
2	2012	Monika Bassi V/s University of Delhi & Ors	Qualifying service for the purpose of retirement benefits	Still in Court
3	2012	Ms. Neha Goil V/s University of Delhi & Ors.	Examinations	Disposed off on 6.12.2012
4	2012	Chetna Karnani V/s University of Delhi & ors	Admission	Disposed off on 12.09.2012
5	2010	Smt. Shashi Kiran V/s Union of India & ors.	Release of pension change of option	Disposed off on 09.05.2014
6	2010	Ms. Aarushi Jerath V/s University of Delhi and ors.	Migration	Disposed off on 31.08.2010

6.2.11 Does the institution have a mechanism for analyzing student feedback on institutional performance? If 'yes',what was the outcome and response of the institution to such an effort?

There is no formal method of taking the feedback from the students about institutional performance. Informally, students provide feedback and concerned authority tries to rectify in case of any demand / negative feedback.

Teachers informally take feedback from the students to enhance quality of teaching. Teachers use self- performance appraisals.

6.3   Faculty empowerment strategies

6.3.1   What are the efforts made by the institution to enhance the professional development of its teaching and non -teaching staff?

College encourages the teaching and non-teaching staff to attend the professional development programmes such as orientation, refresher or any other course. Staff is able to avail the duty leave for the duration of the course thereby encouraging their participation in such programmes.

It is mandatory for a teacher to do specific orientation and refresher courses, for their career development and enhancing knowledge.

Table 6.3.1   Non-teaching staff training during 2010-14

S. No.	Particulars of training/ conducted by the Organization	No. of employee attended the training	Duration/ Year of training
1	Training for Lab. Staff, University Science Instrumentation Center(USIC)	2	3 weeks 24.9.2012-12.10.2012
2	Training for Lab. Staff, University Science Instrumentation Center(USIC)	2	3 weeks 22.01.2014 -12.10.2014
3	Training for Library Staff, Delhi University Library System(DULS)	1	2 weeks 1.8.2014- 14.08.2014
4	Training for Daftri, Delhi University Library System(DULS)	1	15 days 8.9.2014-22.9.2014
5	Refresher course on Office Procedures, UTCS, Govt. of NCT Delhi	3	One week 4.8.2014-8.8.2014
6	Refresher course on Service Matters UTCS, Govt. of NCT Delhi	2	One week 25.8.2014-29.8.2014
7	Refresher course on Accounts matters, UTCS, Govt. of NCT Delhi	3	One week 1.9.2014-5.9.2014
8	Communication skills UTCS, Govt. of NCT Delhi	1	1 day 22.8.2014
9	Retirement Planning UTCS, Govt. of NCT Delhi	2	1 day 22.8.2014

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibilities they perform?

The college has a policy of promoting high quality of teaching. The concept of quality improvement in higher education is linked to empowerment of college faculty by enhancing their talents, skills and professional development. Faculty is motivated to attend the training programmes. Teachers have attended many training programmes.

6.33 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

College follows the self- performance appraisal systems for academic staff. Teachers' themselves do self-performance appraisal on different indices which are reviewed at the time of promotion.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

As per the university guidelines, there is no formal system of taking the feedback from students about the faculty. Faculty member of different departments informally take the feedback from the students and do self -performance appraisal. This feedback is used by the teachers for their self- improvement in teaching- learning process.

Regular departmental meetings are held to analyze students' results and these performance evaluations are discussed with the principal and in council meetings. Remedial measures to improve the performance of weak students are suggested by the staff and academic committee. Teachers take extra efforts to mentor the good performance of high achievers.

Documentation of result analysis, attendance and internal assessment records are maintained and information displayed timely on college web site and on notice board in the college. This operation is monitored by the teacher in charges and internal assessment committee.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The college provides various welfare schemes to teaching and non- teaching staff as per the University guidelines such as

Providing the facility of Provident Fund Scheme (PF), Group Insurance Policy, Medical Reimbursement, Leave Travel Concession, Children's Education Allowance, Leave provisions and retirement benefits as per the central government employees regulation followed by DU.

Quick provident fund loan facility is provided and it has been availed by those who applied (100 percent). Accounts settlements of the employees are done immediately on their retirement.

Leave sanctions and leave travel concessions benefits have also been 100 percent availed for those who applied.

Staff have been taking the education allowance for their school going children.

Medical benefits have also been availed fully by the staff whenever required.

Table 6.3.5 Percentage of staff availed benefits of schemes during 2010-14

Welfare scheme	2010-11		2011-12		2012-13		2013-14	
	Teaching staff	Non-teaching staff	Teaching staff	Non-Teaching staff	Teaching staff	Non-teaching staff	Teaching staff	Non-teaching staff
LTC / HTC	35.77	27.21	25.17	19.26	20.40	30.27	25.17	30.27
MEDICAL	14.20	22.14	15.38	22.48	11.24	24.16	11.83	25.50
GPF	69.12	74.31	59.73	72.47	59.06	72.47	61.74	66.97
CPF	8.05	2.75	7.38	2.75	6.04	1.83	4.69	1.83
NPS	22.81	22.93	32.88	24.77	34.89	25.68	33.55	31.19

6.3.6 What are the measures taken by the institution for attracting and retaining eminent faculty?

Teachers are recruited in the college as per the norms and regulations of the University of Delhi.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

- Budget estimates are received from all departments of the college and academic committee.
- After taking into account all the budget estimates, final budget estimate is prepared which is submitted to the funding organizations that is the University Grants Commission and Government of Delhi. The required funds are availed from these organizations. The funds are allocated to the different heads as per the budget requirements. The UGC provides95 percent of the funds and rest 5 percent is given by the Government of NCT of Delhi. For additional funding if required is requested to the funding agencies which may approved on pattern basis.
- The use of funds is approved by the GB of the college. The Principal monitors the college and department expenditures incurred and efficiently manage financial resources. Purchase committee is responsible for the transparent financial transactions as per the norms.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major objections? Provide the details on compliance.

Internal and external audits are done by the college as per the norms.

Internal Audit: Internal auditing of the college accounts is done by an independent professional (CA) duly approved by the GB, DU and UGC. All accounts of the college are examined for every financial year and the audit report is submitted.

External Audit: External auditing is done by the Government of NCT of Delhi.

Last audit was done for the financial year 2013-14 and there were no objections raised by the auditors. Compliance report attached.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and reserve fund/corpus available with institutions, if any.

The major sources of funding are from the UGC (95%), and Government of NCT of Delhi (5%).

Deficit of the year is managed from the balance fund of the preceding year.

Income and expenditure statements for the year 2010 to 2014 are given in table no. 6.4.3-a

Table no. 6.4.3 (a)   Income & Expenditure Statement (Rs.)

Year	Income	Expenditure
2010 - 2011	227281044	259341758
2011 - 2012	286851607	257668389
2012 - 2013	363797425	282452534
2013 - 2014	249595655	287841500

Details of major corpus funds:

Table no. 6.4.3 (b)   Corpus funds (Rs.)

Year	Funds available
2010- 2011	49230833
2011- 2012	58042454
2012- 2013	65101941
2013- 2014	73226257

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

- The college has received additional funds under OBC expansion.
- The college avails funds under 'Star College Scheme' and BIF from DBT and other projects.
- Funds are raised by giving college auditorium and the playground on hire, through sponsorships, students fee, etc.

6.5   Internal Quality Assurance System (IQAS)

6.5.1   Internal Quality Assurance cell (IQAC).

   a.   Has the institution established an Internal Quality Assurance Cell (IQAC). If 'yes' what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

The college has not established IQAC, which will be done after 1st cycle, the 1st phase of accreditation. However, the college has a planning and monitoring committee having various sub-committees relating to academic, research and infrastructural aspects. This committee is a high decision making body to designing action plans, their implementation, reviewing their outcomes and formulating strategies to improve the quality of college operations and education.

Details of planning and monitoring committee please, refer to criterion 2.

   b.   How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

NA

   c.   Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

 NA

   d.   How do students and alumni contribute to the effective functioning of the IQAC?

NA

   e.   How does the IQAC communicate and engage staff from different constituents of the institution?

NA

6.5.2   Does the institution have an integrated framework for quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.

Qualities of academic and administrative activities are maintained and enhanced collaboratively by the teaching, non-teaching staff and students of the college. Decisions are taken with the participation of staff council through its various committees and Principal. Regulation of these activities is done by GB of the college. There is a strict adherence of the norms relating to various college operations. Monitoring of the activities is done at the college level by the planning and monitoring committee and other academic and co-curricular committees. At the department level by the faculty and students jointly.

6.5.3 Does the institution provide training to its staff for effective implementation of the quality assurance procedures? If 'yes', give details enumerating its impact.

The institution encourages its academic staff to attend training for innovative teaching –learning process and ICT skills through orientation/ refresher courses. Non-academic staff also undertakes training whenever they need to enhance their skills for any college operations.

Impact of the training is seen in improved performance, efficiency of administrative work and overall quality of the institution.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provision? If 'yes', how are the outcomes used to improve the institutional activities?

The college does not undertake any Academic Audit or external review of the academic provisions as per the norms.

However, every academic session semester/ annual results of the students for various courses are analyzed by all departments and reviewed in the staff council meetings.

Periodic students' performance evaluation is done and feedback is provided to them for improvement.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies / regulatory authorities?

NA

6.5.6 What institutional mechanism are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcomes?

As described in criterion 2

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Communication about polices, various college operations, results and other information displayed on the notice boards in the college, college website and regular meetings of students with teachers, teachers meetings with principal and staff council meetings.

CRITERION VII

INNOVATIONS
AND
BEST PRACTICES

Criterion VII: Innovations and Best Practices

7.1   Environment Consciousness
Staff and students of Gargi College are highly conscious of their responsibility towards Greening the Earth and maintaining a healthy physical and natural environment in the campus and off campus. Today, this has become a necessity to increase the environmental consciousness among our youth and train them as leaders and role models for conservation of environment for generations to come. Gargi students are working with dedication and commitment to make this institution environmentally a safe, healthy and sustainable place.

Gargi Campus is a green area with lots of trees, flowering plants and green grass. The campus is spread over an area of 9.198 acres having large areas devoted to playground, gardens, lawns and a botanical nursery. Gardeners, staff and students work very hard at maintaining the campus green by engaging in pro-environmental practices.

7.1.1   Green Audit of campus and facilities
A pictorial database of trees and shrubs on the campus has been created by the college teachers and students. Botanical and local names have been used to label all the trees and shrubs, respectively. Waste is segregated into biodegradable and non-biodegradable. A compost pit has been created for turning biodegradable waste in organic manure. A biogas plant has also been installed where solid waste is converted into usable bio gas and residue is used as manure.

Electricity audit has been conducted and several measures have been taken to save energy-
- Making students and staff conscientious to switch off fans /lights in the classrooms when not in use.
- Water harvesting has been undertaken on the campus.
- Drinking water purity is also checked every year by the Science Departments.
- Gargi eco-club mobilizes students to take eco-friendly initiatives through campaigns using posters, exhibition, debates, photography competitions and skill training. There is an active participation to involve students in changing their attitudes and behaviour by adopting positive environmental practices such as avoiding use of plastic, recycling, minimizing waste, proper disposal of batteries etc. Solar lights have also been installed in the campus.

7.1.2   The initiatives taken by the college to make the campus eco-friendly.

Gargi College has initiated and implemented environment control and conservation practices to make the campus eco-friendly such as:
Energy conservation
- All classrooms have large windows to keep them lit naturally with bright sunlight. Lights are switched on only when required.
- A biannual electrical system check is ensured so that all systems are working properly.
- All water leaks and seepages are addressed promptly, so that water is not wasted.
- A bio-gas plant, which converts solid biodegradable waste into bio-gas, has been installed outside the canteen. This supplies the canteen with gas for cooking purposes,

thus ensuring considerable savings in the LPG bill.

- All the appliances/air conditioners installed in the college are of high quality with a good star rating having low energy consumption.
- The college is trying to phase out all the installed tube lights with LED bulbs to conserve energy.

Use of renewable energy

- Campus streetlights are powered by solar panels for lighting from 7 p.m. to 5 a.m.
- Use of a biogas generating plant from biodegradable waste.

Water harvesting

- The college practices rain water harvesting, covering a total rooftop area of 700 square meters (sq.m.) and a total surface area of 900 square meters (sq.m.). Thus, in total an area of 1600 sq.m is utilized to harvest rainwater for recharging purpose. The rainwater harvesting capacity is 606 cubic meters (cm^2) or 6, 06,000 liters (l). Rooftop rainwater, from the Science Block and canteen area, is channelized to collection-desilting chambers measuring 1m x 2m x 1.5m. Water is then recharged to a harvesting structure measuring 3m x 1.7m x 1.7m with a 35m deep bore well. Rainwater is settled in the de-silting chamber to allow sedimentation of heavy contaminants and is then diverted to the filtration tank filled with gravel and pea-gravel. Water is then allowed to enter the recharge bore enabling recharge to groundwater and underlying aquifers. This practice is helping in the maintenance and replenishment of underground water.

Efforts for Carbon neutrality

- Dry leaves and plants are not burned but decomposed in the compost pit for making organic manure. The compost produced is used in the college gardens. Paper is reused.
- Separation of organic and inorganic waste has been implemented and solid waste disposal is managed at source with colour-coded bins; yellow for paper waste and red for plastic and glass waste, and green for bio-degradable ones.

Plantation

- The college is very green with various species of trees and shrubs planted all around the campus. Efforts are made to save all trees and plant more trees. Tree saplings have been distributed to the staff and students of the college in the past. All the guests who visit the college during various functions are given plant saplings to perpetuate the habit of greening our surroundings.

Hazardous waste management

The College is trying to minimize the use of hazardous and toxic chemicals. The college is encouraging the use of safer alternatives. The following measures have been adopted to manage waste in various Science laboratories:

- Spot tests are being conducted which reduces the consumption of chemicals.
- Dilute solutions are being used in quantitative analysis which again minimizes the use of chemicals.
- In case of Mercury spills due to broken thermometers, a vacuum cleaner is used to mop it up.
- Toxic compounds are converted to benign products before disposal e.g. Cr (VI) is toxic but it is reduced to the relatively benign Cr (III) before throwing.
- In Science laboratories, experiments are carried out with all precautions.
- All glassware and microbial cultures used are first sterilized by autoclaving and then

the cultures are discarded properly. The glassware is then washed and kept aside for next use.

E-waste management

E-waste management is executed by the College through e-waste bins kept in the campus. The entire college has been informed that any type of e-disposal like old CDs, cartridges, old floppies, computer parts etc. can be disposed of through these e-waste bins. The electronic waste comprises heavy metals, toxics and many other materials which are a cause of concern if disposed with routine waste. The waste includes batteries, toys and other electronic gadgets, chargeable and non-chargeable cells of varying voltages, parts of the printers etc. The College conducts workshops for students to increase awareness about managing e-waste effectively. The collected e-waste is disposed of with assistance from manufacturers and NGOs.

7.2   Innovations

The college uses innovations for enhancing the quality of performance. Every department makes efforts to engage student by using innovative teaching methods. Administrative innovations include online fee payment by students and online internal assessment submission by teachers. Innovations are described in criterion II.

7.2.1   Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

Teaching- learning innovations- Quality of education is enhanced by using the innovative teaching methods and promoting self- learning among students. 'Teaching beyond classroom' is the strategy our college promotes which includes research projects mentored by teachers to interactions with experts and educational visits etc. these innovations are described as follows:

Innovation in classroom

Technology is used in an innovative and creatively way to make students participate actively in teaching. Multimedia projectors have been installed in most of the classrooms which facilitates teaching-learning using films, documentaries and e-lessons. Virtual experiments can also be done using ICT resources in classrooms. Learning is also enhanced through students' presentations.

Access to e textbooks and references

The college library provides access to e-textbooks helping the student to immediately study without waiting for the purchase of hard copies or even if the student finds it difficult to purchase a hard copy. Students can have access to other reading resources through Wi-Fi and other e journals and references.

Learning by doing

Experimentation is part of curriculum in many science courses, psychology and computer courses. Research incorporated in curriculum and beyond classroom also makes the students active learner. This is the innovative practice followed in our college for all disciplines.

Fundamentals of marketing and economics are taught through practical methods like setting up stalls, selling self-made items and dealing with the budget.

Administrative innovations
Fee Payment
Fee Payment has been converted into an online process at Gargi College, which saves considerable time for the students and also prevents overcrowding in front of the bank and the administration section.
Library
Locating books, issuing books and return of books in the library are all done at a click, thus making the procedure smooth and efficient. All the books have been barcoded and information on issue of books is available on computer.
Internal assessment
Gargi College teachers have been uploading internal assessment details like student attendance, marks obtained in tests and assignments on an internal assessment platform, where the students can check their marks.
E-governance
All administrative work relating to accounts, maintaining information records of staff and students are also computerized and the College is promoting e-governance.

Innovation in support services for staff and students
Child Care Center
A Child care center has been set up by the College with funds from the UGC, which is immensely useful for the staff who have young children. The staff, while working in the college, can check up on their child's welfare without being unnecessarily hassled. This is of immense benefit to a lot of young teachers
Health promotion of students
Day to day medical needs of the students and staff are taken care of through the medical facilities provided to the students and staff in the campus. However the students are encouraged to follow healthy life style based being physically active and having healthy food.
Safety Walk
The safety and welfare of our students has constantly been the focus of our attention. Safety audit of the college and its environment has been undertaken. This in-house audit is now supplemented by a partnership with 'Safety Pin' an NGO, which makes this data available via an app. This year the safety audit was expanded to the roads around the college.
Sanitary napkin vending machine
The College has installed a sanitary napkin vending machine at a nominal payment outside the medical room.
Installation of CCTV's
Close circuit cameras have been installed at vantage points, in the building and the campus, which ensures student safety, and for identification in cases of vandalism or theft.

7.3 Best Practices

7.3.1 Elaborate on any two best practices which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

1. Title of the best practice

Promoting research among undergraduates by faculty mentoring

2. Goal

The aim of promoting research among college students is to increase faculty mentoring students for doing research that would enhance the quality of education and help the institution in achieving excellence. Research would be incorporated along with the teaching of curriculum for involving students hands on experience, develop presentation and enhancing analytical skills. Doing research would correspond with an overall effect of learning of the discipline. Students would learn to apply knowledge to real world situations. They would learn to create knowledge and answer real life questions. Moreover, they would learn to work independently or in teams mentored by their teachers.

3. **The Context**

Research projects mentored by the faculty are in the context of teaching beyond the classroom programmes as well as when research is incorporated in the curriculum. Some of the courses offered in undergraduate studies incorporate research in the syllabus prescribed by the university such as B.Com (Hons) and Applied Psychology (Hons). These are in house research projects and very few courses incorporate research in curriculum. These are also considered to be good practice of improving quality education. In the present context, teaching beyond the classroom or research mentored by the faculty is an added research innovation practice introduced in all disciplines and considered to be one of the best practice initiated and sustained in Gargi College. The students mentored for doing research improve their academic performance by enhancing learning and help them in their career and personality developments.

4. The practice

Gargi College has taken the initiative of quality enhancement in higher education by encouraging research by the faculty and their mentoring of students for research. The college was awarded a special grant by the UGC as a Center with Potential for Excellence. The grant was given to nine departments namely five science departments and three other departments of Commerce, Elementary education and Psychology to undertake special projects and advanced research. This was the beginning of exposing the students to research training using advanced technologies such as digital microscopes and software imaging(zoology), design primers(botany), focusing on green chemistry, psychology of well -being, research in managing banking and financial services.

From 2009 onwards, Gargi has been receiving the assistance for research under the Star College Scheme awarded by DBT. Under this scheme faculty and students of all science departments have been receiving the assistance for encouraging them to do research. Students are also trained for specific techniques and they are involved in

research which they present in the conferences.

Other research projects where students, in large number, have been mentored by the faculty are the Gargi Pathfinder Awards for which the students engage in research, innovation and creativity. This has induced students to identify problems in their environment, and strive to find solutions. This practice of motivating students to do innovative research has been sustained among all disciplines of humanity, commerce and science. Students take up trans and interdisciplinary projects that show their concern with lost tradition of art and religion, psychological /social issues, new business models and applied aspects of science.

Faculty mentorship of students for research has further been promoted by taking up innovative interdisciplinary projects funded by the University of Delhi, since
2012-13

These innovative research projects have resulted in faculty- student collaborative research and scholarship. Faculty across diverse disciplines has mentored students in well-designed undergraduate researches.

5. Evidence of success

The effectiveness of undergraduate research mentored by the faculty has been evaluated by the following:

- All the research projects have been completed and evaluated by the experts from the funding organizations such as DST, DBT, DU. All these projects have been highly appreciated and awarded merit and recognition certificates.
- Pathfinder projects have also been evaluated by external experts where students present their findings. Best projects are selected and awarded.
- Students involved in these researches have presented the papers in national/ international conferences and these have been published in reputed journals.
- Undergraduate research has many other benefits such as providing stimulating intellectual environment to students, enhancing their motivation , active learning and
- Students improve their communication, analytical, leadership skills, team work and build student- mentor relations.

6. Challenges and resources required

Some of the problems and challenges faced are as follows:

- Mentorship training has been needed for the faculty to give students an enriched stimulating experience to involve them actively in research.
- Basics of doing research such as review of research literature, methods and analysis need to be learned by students.
- Enhancing students' reading habits and imbibing ethical values is very essential.
- Motivating a large number of students to involve them in research beyond their curriculum has always been a challenge
- Resources are never sufficient to give the scholarships, using the resources for field work, experimentation, review and analysis. Funded researches have been managed more effectively as compared to non- funded ones.

Best practice 2
1. Title of the best practice:
Providing basic medical facilities in the Campus and promoting healthy lifestyle among students
2. Goal-
It is a primary need of an educational institution to have basic medical facilities in the campus. It is also necessary to promote healthy life style among youth who are susceptible to develop undesirable risk behaviour of smoking, taking drugs, consuming alcohol under peer pressure. The medical room was established with the aim to provide primary medical care to student or staff in the campus when required in emergency as students fell sick or injured in the premises of the college. The college realized that providing medical assistance to staff and students is a necessary support service. A medical room is a place where the stakeholders can get first aid and can have preliminary medical examination. It is necessity to have the basic medical facility in a higher education institution with three floors, science labs and a playground. There are a number of places that accidents could occur or with the ever increasing number of students and teachers there could be medical emergencies needing immediate attention. Basic facilities like a stretcher and a wheelchair could only be accommodated in a medical facility with competent staff to oversee the safety/ rescue operations. Even though all the labs are equipped with a first aid kit and fire extinguishers, it was prudent to establish a medical room.

- Primary function of having medical center is to provide medical assistance for minor medical problems and first aid in emergencies.
- Over the years this center's utility is seen in promoting positive health practices by maintaining a regular medical examination of all undergraduates during three years of their studies and supplementing it with training in developing healthy life style.

3. The Context
. Challenges in getting the approval to set up a medical room in the campus and implementing the practice of medical assistance and medical examination were as follows:
- Preparing the proposal, creating a space for medical center, mobilizing the funds and sustaining the practice were some of the issues. Sanction was obtained from the Governing Body to implement this practice in the college campus.
- A fee contribution per student, annually, had to be decided since there was no grant that could be availed for the same. This fee contribution was also sanctioned by the GB.
- A full time nurse and a doctor were needed to provide medical assistance to students and staff in college in the medical room having basic medical facilities.
- A schedule of health check needed to be created, for all the students, which would identify latent issues that the student/staff could address at their convenience.

4. The Practice
A full time Nurse appointed by the college is available from 8.30 a.m. in the morning till 4 in the evening from Monday to Saturday. She is instrumental in administering first aid to any student or staff with any kind of medical complaint. A MBBS doctor

visits on three days in a week from 11 a.m. to 2.00 p.m. for interaction with the students and staff of the college.

A schedule for an Annual Medical checkup of students is made in the beginning of the session. Class and year wise lists are made and the class representative or the class itself is informed about the schedule for the checkup, by the nurse. The students are examined for health check up by the Doctor. A medical examination report card is prepared for every student and data recorded by the Doctor. This card is retained in the medical room all the three years the student is in the college and is given the card only when she is ready to graduate. The cards are not retained by the college.

The medical checkup card has details like past history, eye check, weight/height (BMI), Bp, heart rate etc.

The annual medical check has been useful to the students because they can get to know their health status without spending any money or going to a far off place for just a routine medical exam. There are certain queries experienced by students which they may be hesitant to talk and share with anyone else including the parents. It is believed that availability of campus doctor would make the youth to clarify many of their concerns by communicating with an expert that is the doctor. There have been instances where major medical problems have been detected in the students' routine examination without them being aware of these such as a student having a hole in the heart, which need immediate treatment.

Apart from the scheduled health checkup, the students can easily avail medical assistance in the Medical room for any kind of issues even when the doctor is not available. From issues of shoe bite to feeling dizzy, the medical room has been witness to countless students being helped during the time they are in college.

Any serious issues are referred to the parents or guardian and in case there is a delay in their reaching the college, the student is taken to Safdarjung Hospital (government hospital) by the nurse and the college staff, if available. The nurse waits in the hospital, while the student is being examined, till the parent or the guardian arrives.

A wheelchair and a stretcher serve the purpose of transporting the student/staff to the waiting vehicle or to the ground floor.

Though it's not the primary aim of the medical center to promote positive health practices among college students ,it has been found from their basic medical examination which include BMI index(height –weight ratio) that many students have low weights and some having obesity problems. College girls are found to be anemic having very low hemoglobin and they need to have healthy nutrition and active physical life. Individual counselling is given to the students to change their lifestyle and learn to manage psychological stress effectively.

Various societies in the College such as NSS, NCC and WDC and the departments of physical education and psychology have been conducting workshops and lectures by the doctors, counsellors, yoga and positive health practitioners to increase awareness about good lifestyle, need for exercise, proper nutrition, good sleeping habits and preventing health risk behaviours such as smoking, drinking etc.

5. Evidence of Success
The target of establishing the campus medical room was to benefit majority of college students who had no easy access to a doctor, or for those students who were scared or shy to report issues even to their parents.

Students have been attending the workshops and awareness seminars relating to

benefits of being physically active, eating nutritious food, learning stress management and yoga.

6. Problems Encountered and Resources required
To correctly implement this concept the following need to be in place:

- A good doctor who is also compassionate and also counselling the students to develop healthy life style.
- Teaching students the basic indicators of physical health such as the meaning of BMI and benefits of exercise and active physical health and good sleeping habits.
- Teaching first aid to students too.
- The existing medical room is a small space which accommodates the doctor's desk, an examination table. Bed space for a patient who might need to rest for a longer period of time is not available. Two or three patients cannot be accommodated at the same time.

8.   Contact Details

Name of the Principal:	Dr. Shashi Tyagi
Name of the Institution:	Gargi College, Siri Fort Road
City:	New Delhi
Pin Code:	110049
Accredited Status:	1st Cycle
Work Phone:	01126491490 Fax: 01126494215
Website:	www.gargi.du.ac.in
E-mail:	gargicollege7@gmail.com
Mobile:	9810381494

EVALUATIVE REPORTS

ATTACHMENTS

Evaluative Report

1.&2. **Department of Botany** established in the year 1967.

3. **Name of programs/ courses offered:** Undergraduate Course B.Sc. (H) Botany (since 1976). Initially started with classes for pre-medical students, then BSc. General followed by B.Sc. (H) Botany.

4. **Names of Interdisciplinary courses and the departments /units involved:**
Botany is taught to students of DC II for Botany (erstwhile FYUP), B.Sc. (H) Zoology, B.Sc. (H) Microbiology, B.Sc. (Life Sciences); Biology II toB.Sc. (Physical Sciences), B.Sc. (H) Chemistry; Biology to B.El.Ed.; Environmental studies to B.A.(P)., Commerce, History (H), Business Economics, Chemistry H, Life Sciences.

5. **Annual/semester/choice based credit system-** Annual mode till 2010-2011. All science courses are in semester system since then.

6. **Participation of the department in the courses offered by other departments**- Refer Item 4.

7. **Courses in collaboration with other universities, industries, foreign institutions etc. -** "Science Setu"program in collaboration with National Institute of Immunology, New Delhi

8. **Details of courses/programs discontinued (if any) with reasons**
B.Sc. Program Life Sciences was not offered in 2013-14 and reintroduced in 2014-15

9. **Number of teaching posts**

Teaching Posts	Sanctioned	Filled
Professors	-	-
Associate Professors	16	5
Assistant Professors		11

10. **Faculty profile with name, qualification, designation & specialization**

Name	Qualification	Designation	Specialization	Years of experience
Dr. Shashi Tyagi	Ph.D. (D.U.)	Associate Professor	Plant Physiology & Biotechnology	32 yrs
Dr. Usha Prasad	Ph.D. (D.U.)	Associate Professor	Microbial & Molecular Genetics	33 yrs

Name	Qualification	Designation	Specialization	Years of experience
Dr. Gita Mathur	Ph.D. (D.U.)	Associate Professor	Anthecology & Plant Repro.Biology	32 yrs
Dr. Kiran Prabha	Ph.D. (D.U.)	Associate Professor	Physiology and Repro.Biology	30 yrs
Dr. Geeta Mehta	Ph.D. (D.U.)	Associate Professor	Phycology &Microbioiology	26 yrs
Dr. Aparajita Mohanty	Ph.D. (D.U.)	Assistant Professor	Genetics and Biotechnology	10 yrs
Dr. Priyanka Pandey	Ph.D. (D.U.)	Assistant Professor	Plant Tissue Culture	8 yrs
Dr. Leisan Judith	Ph.D. (D.U.)	Assistant Professor	Plant Physiology	7 yrs
Dr. Renu Mundhra Soni	Ph.D. (D.U.)	Assistant Professor	Plant Tissue Culture &Plant Physio.	8 yrs
Dr. Jasmeet Kaur	Ph.D. (D.U.)	Assistant Professor	Proteomics	5 yrs
Dr. Shachi Agrawal	Ph.D.	Assistant Professor	Ecology	6 yrs
Dr. Samira Chugh	Ph.D. (D.U.)	Assistant Professor	Plant Tissue culture	3 yrs
Dr. Vera Y. Kapai	Ph.D. (D.U.)	Assistant Professor	Plant Tissue culture	3 yrs
Dr. Preeti Kaur	Ph.D. (D.U.)	Assistant Professor	Plant Tissue Culture and Biotechnology	3 yrs
Dr. Garima Malik	Ph.D. (I.P.)	Assistant Professor	Plant Tissue culture and Molecular Biology	2 yrs
Dr. Rashmi Panwar	Ph.D.	Assistant Professor	Plant Tissue Culture	6 months
Dr. Monika Heikhrujam	Ph.D. (D.U.)	Assistant Professor	Plant Tissue Culture	6 months

11. **List of senior visiting faculty:** Nil

12. **Percentage of lectures delivered and practical classes handled by temporary faculty:** Theory & Practical – approx. 50%

13. **Student-teacher ratio:** As per UGC norms -B.Sc. (Hons.)- 12:1; B.Sc. (Program) Life sciences-20:1

14. **Number of academic support staff (Technical) & administrative staff; sanctioned & filled**

Support staff	Sanctioned	Filled
Staff for labs	12	12

15. **Qualifications of teaching faculty with DSc/D.Litt/Ph.D/M.Phil/PG -**All teachers have Ph. D.

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received -** Four ongoing projects.

17. **Departmental Projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:** Two DBT funded projects:

    i) Star College Scheme (2009-till date): Coordinator Dr. Shashi Tyagi

    ii) Bioinformatics Infrastructure Facility (2009-till date): Coordinator Dr. Shashi Tyagi.

    Additionally, following projects have been granted to faculty:

    1. DST Fast Track to Dr. Aparajita Mohanty (2010-2013) Grant: Rs.17,61,800/-.

    2. UGC Minor Grant to Dr Priyanka Pandey (2012-14), Grant: Rs. 2,00,000/-.

18. **Research Centre / facility recognized by the University.**

    Botany Research Laboratory

19. **Publications per faculty**

Publication per faculty	2.2
No. of Papers published in peer reviewed journals	11
No. of papers listed in international database	11
Chapter in books	10
Total citations	50
Citation index	4.54
Impact factor (total)	17.06
h-index(cumulative w.r.t. faculty with h-index	14

20. **Areas of consultancy and income generated –** Nil

21.   Faculty as members in national, international committees and Editorial Boards

Faculty	Committees/Editorial Board
Dr. Shashi Tyagi	Life Member, Indian Science Congress
Dr. Gita Mathur	Life Member, Delhi University Botanical Society
Dr.Gita Mehta	Life Member, Delhi University Botanical Society
Dr. Jasmeet Kaur Abat	Member of International Plant Proteomics Organization (INPPO) Standing Committee Member of INPPO-India Nepal Chapter
Dr. Shachi Agarwal	Member of International Society for Tropical Ecology

22.   Student project - Approx. 80% of students were involved in various in-house projects.

5% students undertook internship in other institutes i.e. in Research laboratories/ Industry/ other agencies. There is a consistent increase in the percentage of undergraduate students interested in research.

23.   Awards/ Recognition received by faculty and students

Awards for Faculty	Names
Awarded the "Teaching Excellence Award" by University of Delhi in 2013-2014.	Dr. Geeta Mehta
Received "Distinguished Teacher Award" of University of Delhi in 2009-10	Dr. Gita Mathur
Awards/ Recognitions received by students	Names
Gold Medal for securing 1st position in University	Prachi Jain (2010) Sohini Deb (2012)
Science Meritorious Award by DU	Garima Grover (2014) Pooja Jangir (2014)
Gargi's Pathfinder Award	Sohini Deb &Surbhi Sharma (2011) Neha Tanwar& Manisha (2013) T. Ramya& T. Rajitha (2015)

24.   List of eminent academicians and scientists/visitors to the department

Dr. Shailendra Goel	Faculty in the Department of Botany "Apomixis in Plants", 2010.
Dr. Sandip Das	Faculty in the Department of Botany "RNA interference", 2011.
Dr. Renu Deswal	Faculty in the Department of Botany "Understanding the regulation of cold stress adaptome", 2013.

Prof. Syed Hasnain	IIT Delhi "Genomics in Health sector", 2013
Dr. Sameer Bakshi	AIIMS, Cancer research, 2013
Dr. C. Sathish Kumar	Botanical Garden Research Institute, Thiruvanathapuram "Orchids: Wonder Plants" 2014.
Prof. J. P. Khurana	Professor at Department of Plant Molecular Biology, UDSC,"Phytochromes, Cryptochromes and Phototropins provide insight into Plant vision", 2014.
Dr. G. Mahesh	Coordinator, NKRC, NISCAIR, "eResources for Biological Sciences", 2014.
Ms. Seema Sirpal	Senior System Programmer, DUCC, "Social Media and their Impact on Education", 2014.
Dr. Neena Priyanka	Advisory Data Specialist at Pitney Bowes Software, India, "New Learning Methodologies for Students", 2014.
Dr. Kshipra Mishra	DIPAS, Delhi, "Low cost Remedies to remove arsenic", 2014.
Prof. Aditya Mittal	Professor at IIT-Delhi, "Life and Environment", 2014.
Dr. Sanjay Kapoor	Professor at Department of Plant Molecular Biology, UDSC,, "In-silico analysis of gene expression in plants", 2014.
Dr Vijaya Raghavan	Secretary, DBT, Interactive Session with students, 2014.

25. **Seminars/ workshops organized & the source of funding:** Star College DBT funding.

Workshops / Summer/ Schools	Scientific Area (Target group)
14th– 19th June 2010	Bioinformatics, Molecular Biology, Microbial genetics, Plant Tissue Culture (Gargi College students from Biological, Sciences
29-30thSept, 2010	A practical Approach to Bioinformatics (Gargi College faculty
17th-18th Jan, 2011	Data-mining using bioinformatics tools (Gargi College students)
27th & 28th Dec, 2012	Role of Bioinformatics in Genomics (Teachers & Students of Sciences from Gargi College)
August,2013	Recent Techniques in Biological & Physical Sciences (Laboratory Staff of Gargi College)
August,2013	Familiarization with common plants in Gargi College (Laboratory Staff of Gargi College)

May, 26-31, 2014	Summer workshop on Interdisciplinary sciences (Students of Sciences from within & outside Gargi College)
10th-11th June, 2014	E-Resources on ICT enhanced Learning Methodologies for Biologists (Students of Sciences from Gargi College)
10th Oct, 2014	*In-silico* analysis of gene expression in plants (Students of Sciences from Gargi College)
Faculty training workshops	
29-30th Sept, 2010	A practical Approach to Bioinformatics (Gargi College faculty)
27th-28th Dec, 2012	Role of Bioinformatics in Genomics (Teachers &Students of Sciences from Gargi College)
Laboratory staff training workshop	
August, 2013	Recent Techniques in Biological & Physical Sciences (Laboratory Staff of Gargi College)

26. Students profile program/course wise

Refer Criterion 2, item 2.1.6 and 2.6.2.

27. Student diversity

BSc. Hons Botany	Percentage of students from the same state	Percentage of students from other states	% of students from abroad
2010	80	20	Nil
2011	79.62	20.38	Nil
2012	71.8	28.2	Nil
2013	71	29	Nil
B. Sc. Life Science			
2010	75.37	24.63	0
2011	76.92	23.08	0
2012	73.19	25.77	1.04
2013	0	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.?

Approximately 30% of students clear these exams.

29. Student Progression (approximations)

Student Progression	Against % enrolled
UG to PG	>60%
PG to M.Phil.	~7%
PG to Ph.D.	~15%
Ph.D to Post-Doctoral	~3%

Employed	~35%
Entrepreneurship/ Self Employed	~1%

30. **Details of infrastructure facilities**
- **Library:** Departmental Library More than 200 Botany books.
- **Internet facility for staff & Students:** Gargi is a Wi-Fi enabled campus.
- **Class rooms with ICT Facility:** All the Lecture Theatres, Classroom, Botanical museum and 3 labs are equipped with projector.
- **Laboratories:** 5 (Five) Botanical laboratories, 3 for routine classroom teaching and 2 research Laboratories equipped with state of the art equipment.
  - **Molecular biology Laboratory:** equipped with thermocycler, Gel electrophoresis, Gel Documentation, Centifuge, Vortex, Magnetic stirrer etc.
  - **Plant tissue culture Laboratory:** equipped with laminar flow, culture racks, weighing balance, and refrigerator.
  - **Students Laboratory (3):** Fully equipped with instruments for curriculum based practicals.

31. **Number of students receiving financial assistance from college, University, Government or other agencies:** One student from the College Student Welfare Fund and Six students from the University.

32. **Student Enrichment Programmes**
Field Trips and Visits (2010-14)-National Institute of Plant Genome Research, Centre of Excellence for Vegetables Indo-Israel, Daurala Sugar mills, National Zoological Park (Delhi), Field Trip to Chail and Mashobra, Field Trip to Ramgarh,Mukteshwar and Nainital.

33. **Teaching Methods adopted to improve student learning:**
- All our lecture theatres are ICT enabled to enhance assimilation of the subject.
- We provide hands-on experience for students through workshops and summer.
- Training programmes in the subject are organised for the students.
- Field trips and visits to research institutes and industries are organised.
- Frequent quizzes, assignments and open book tests serve as an effective teaching tool.
- Student seminars and presentations are also organised to achieve real learning.

34. **Participation in Institutional Social Responsibility and Extension Activities**
- Dr Usha Prasad: Convenor of Garden Committee
- Dr Gita Mathur: Convener, Medical committee
- Dr Kiran Prabha: Member of Ecoclub
- Dr Geeta Mehta: Convenor of Placement Cell, Member of Ecoclub, Member of Enactus Gargi

- Dr Aparajita Mohanty: Member of Ecoclub, Member of Women's development cell

Students (BSc Botany (H), BSc Life Science) involvement

- On an average approximately 30% of students are members of Ecoclub, NSS, NCC and/or WDC.
- Students also participate in Swachh Bharat Abhiyan and work towards keeping their environment clean.
- In 2013-14, students invited orphan kids of BUTTERFLY N.G.O. and interacted with them

35. SWOC analysis for BSc (H) Botany and BSc Life Science courses Strength

- Qualified staff and well equipped labs.
- Special grants from CPE and awarded star college status from DBT.
- Bioinformatics Infrastructure Facility funded by Dept. of Biotechnology is mainly maintained by the Department of Botany.

Weakness

- No collaboration with the industries which can benefit faculty development and student enrichment.
- Large number of students are not mentored to pursue research projects due to a heavy academic schedule.

Opportunities

- DBT grant which enables us to conduct workshops, seminars for the faculty, non-teaching staff and the students.
- Through innovative project funds from the University, some students are trained to conduct research experiments such as art of paper making and extraction of essential oils from pine needles.
- First-hand interaction with the local people in Almoradistrict of Uttarakhand to understand the ecological problems related to fall of pine needles.
- Bioinformatics Facility funded by Dept. of Biotechnology (DBT), has motivated students and teachers to carry out bioinformatics research.
- Students have presented their research work in the form of papers and posters in conferences.

Challenges

- To teach a highly diverse and heterogeneous class of students.
- To motivate all students to pursue higher studies.

Future Plans
- Organizing more workshops and seminars for students.
- Students to be given more hands-on experience in creating innovative ideas, to conduct research in groups to solve critical problems and learn new scientific techniques.
- More field trips to explore the beauty of nature and to appreciate plant diversity, a first step towards constructive conservation programs.
- To arrange for summer internship programs for a good number of students preferably through collaboration with research institutes in Delhi and outside.

Evaluative Report

1.&2. Department of Chemistry established in the year 1967.

3. **Names of Programmes / Courses offered**
- B.Sc. (Hons.) Chemistry
- M.Sc. Chemistry (as per University of Delhi rule for all M.Sc. courses classes are held in the University. Students are registered in the college, where they use library facilities and laboratory if they wish to do any project)

4. **Names of Interdisciplinary courses and the departments/units involved**
- B.Sc. (Programme) Physical Science involving departments of Chemistry, Physics, Mathematics and English.
- B.Sc. (Programme) Life Science involving departments of Chemistry, Botany, Zoology and English.
- B.El.Ed. Liberal Option

5. **Annual/ semester/choice based credit system (programme wise)**

All courses are semester based as per University of Delhi guidelines.

6. **Participation of the department in the courses offered by other department.**
- Chemistry as a 2 semester course is offered to students of Botany (Hons), Zoology (Hons) and Microbiology (Hons) and as a 1 semester course to students of Physics (Hons). (Theory and Practical both)
- Under the erstwhile FYUP the foundation course Science and Life was taught to students of different Science, Humanities and Commerce streams.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.**

An add-on-course in collaboration with TERI was conducted in 2010-11. This was a 1-year certificate course comprising lectures, laboratory work, field and visits to institutions culminating in presentations.

Year	Add On course	Teacher coordinators
2009-10 2010-11	Climate change: concerns, actions and career paths	Dr. S. Bhanumati, Dr. Chandana Mukherjee

8. **Details of courses/programmes discontinued (if any) with reasons**

B.Sc. Physical Science and Life Science under the erstwhile FYUP..

9. **Number of Teaching posts**

Teaching posts	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	16	10
Assistant Professors		06

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)**

Name	Qualification	Designation	Specialization	No. of Years of Exp.
Dr. Indu T. Sidhwani	Ph.D. (D.U.)	Associate Professor	Inorganic Chemistry	41
Dr. Sushmita Chowdhury	Ph.D. (D.U.)	Associate Professor	Inorganic Chemistry	33
Dr. Anita Chugh	Ph.D. (D.U.)	Associate Professor	Physical Chemistry	31
Dr. Keya Banerjee	Ph. D. (D.U.)	Associate Professor	Organic Chemistry	30
Dr. Uttara Dutta	Ph. D. (D.U.)	Associate Professor	Organic Chemistry	28
Dr. Sushma Bhan	Ph. D. (D.U.)	Associate Professor	Inorganic Chemistry	26
Dr. Rita Bhatla	Ph. D. (P.U.)	Associate Professor	Organic Chemistry	23
Dr. Chandana Mukherjee	Ph. D. (D.U.)	Associate Professor	Inorganic Chemistry	24
Dr. B. Vaijayanthi	Ph. D. (D.U.)	Associate Professor	Physical Chemistry	22
Dr. Renu Aggarwal	Ph. D. (D.U.)	Associate Professor	Organic Chemistry	22
Dr.Geeta Saini	Ph.D, IITD	Assistant Professor	Organic Chemistry	4.5
Ms. Nitu Singh	MSc. JMI, Delhi	Assistant Professor	Inorganic Chemistry	3
Ms.Salma Khan	MSc. (D.U.)	Assistant Professor	Physical Chemistry	2.5
Dr. Neha Sharma	Ph. D. (D.U.)	Assistant Professor	Physical Chemistry	2.5
Dr. Tripti Kumari	Ph. D. (D.U.)	Assistant Professor	Physical Chemistry	2
Mr. Amar Singh Meena	MSc., Rajasthan Univ.	Assistant Professor	Organic Chemistry	3

Many of the faculty also have international and national Post-Doctoral Fellowship and Research associateship.

11. **List of senior visiting faculty** Nil

12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:** Approximately 50% of classes were handled in all courses by temporary faculty in association with permanent faculty members.

13. **Student -Teacher Ratio (programme wise)** (As per UGC norms)
    - 12:1 for Honours courses
    - 20:1 for Programme courses

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:** Laboratory Staff - 14 (12 permanent and 2 contractual).

15. **Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:** Refer Item 10.

16. **Number of faculty with ongoing projects from**
    a) **National:** All faculty.
    b) **International funding agencies:** Nil
    c) **Grants received** mentioned below in item 17.

17. **Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received.**
    Two DBT funded projects and two DU funded projects.
    - **Star College Grant** (DBT) (2010-2013) with Rs. 13 lakhs totally- Students are mentored for research projects. Interdisciplinary Workshops are conducted for college students.
    - **Star Status Grant** (DBT) (2013-15) with Rs. 13 lakhs totally- Students are mentored for research projects. Interdisciplinary Workshops are conducted for college students.
    - **Innovative project** (DU) 2012-13 with Rs. 10 lakhs grant- Innovative interdisciplinary project in collaboration with Physics, and Microbiology.
    - **Innovative project** (DU) 2013-15 with Rs. 4 lakhs grant- Innovative interdisciplinary project in collaboration with Psychology.

18. **Research Centre /facility recognized by the University:** Nil

19.   Publications:

Publication per faculty	1.25
Papers published in peer reviewed journals (National) by faculty and students	4
Papers published in peer reviewed journals International) by faculty and students	16
Web of Science	2
Scopus	34
Scifinder	58
Monographs	4
Books written	11
Chapters in Books	4
Citation Index	99
SNIP	26
SJR	20
Impact Factor	70
h-Index	15

All international publications can be found on Web of Science and Scopus.

20.   Areas of consultancy and income generated

Some faculty members are invited as resource person in workshop conducted by other Colleges and Universities. However these are honorary and no income is generated.

21.   Faculty as members in a) National committees

Faculty	Members of National committee
Dr. Indu Sidhwani	Indian Science Congress Association Chemical Research Society of India Indian Society of Analytical Chemists Green Chemistry Network Centre **International Committee:** American Chemical Society Peer Reviewer of Journal of Chemical Education, American Chemical Society, USA and Green Chemistry Letters and Reviews, USA (already done)
Dr. Sushmita Chowdhury	Indian Society of Analytical Chemists
Dr.Keya Banerjee	Indian Science Congress Association Society for Pesticides

Dr. Rita Bhatla	Indian Society of Analytical Chemists
Dr. Renu Aggarwal	Indian Science Congress Association Indian Society of Analytical Chemists Green Chemistry Network Centre
Dr. Geeta Saini	Indian Society of Technical Education Association of Chemistry Teachers
Dr. Chandna Mukherjee	Green Chemistry Letters and Reviews, Yale University (USA) invited to review a manuscript

22. **Student projects**

Percentage of students who have done in-house projects including inter departmental / programme.

    i. Innovation projects – 10%
    ii. Pathfinder projects – 20 %
    iii. Projects under star college and conducted by Chemistry Department – 40 students.

Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

5-10%, the number is variable.

23. **Awards / Recognitions received by faculty and students**

Dr. Indu Tucker Sidhwani	Conferred "Meritorious Teacher Award of Higher Education" 2013, Government of NCT of Delhi.
Dr. Sushmita Chowdhury	Distinguished Teacher award of University of Delhi, 2009-10.

Awards / Recognitions received by students

- Anju, B.Sc. Life Science 3rd yr., 1st position in D.U. (**Gold medalist)** 2011-12.
- Aksam Sam, B.Sc.Life Science 2nd yr., 1st position in South campus. 2012-13.
- Renu, B.Sc.Life Science 1st yr., 1st position in South campus.2011-12
- Jaspreet, B.Sc. Physical Science 1st yr., 1st position in South Campus, 2011-12.
- Sweety Pandey, B.Sc.P.Sc. 2nd yr., 1st position in South campus and 5th in D.U. 2011-12.

Presentation in International Conference by students

- The Indo Italian international conference on Green Chemistry at the University of Delhi (Oct 2010).
- International conference on Green Chemistry Jaipur 20-22 Dec 2012

Poster presented in National conferences and awarded

- Yamuna : A River About to Die and Efforts to Save it IIIrd Prize in Sri Venkateswara College
- Removal of Toxic Arsenic from Water Using Industrial and Lab Waste – a Green Method Ist Prize in Gargi College Poster Presentation (International Year of Chemistry)
- Toxicity of Pesticides and Wax Coating in Fruits - Ist Prize in Gargi College Poster Presentation (International Year of Chemistry)
- Analysis of Chemical Compound in Soil IInd Prize in Gargi College Poster Presentation (International Year of Chemistry)
- Vitamin C Content in Various Fruit Juices and its Applications IIIrd Prize in Gargi College Poster Presentation (International Year of Chemistry)
- Ist Prize in Scintillations (16 teams from various colleges) (18-19 Feb 2013) and conference on 20th March 2013.

Path finder Awards

Year	Name of Students	Title
2009-10	Anju, Alka, Sapna	Removal of toxic textile dyes using aqueous biphasic system and replacement of synthetic dyes by natural dyes: A case study of Dupatta dying industries of NCR
2013-14	Dimple Garg, Malovika Sharma, Nidhi Garg	Wealth from waste: A green method to produce biodiesel from waste cooking oil and generation of useful products from the waste further generated.

24. **List of eminent academicians and scientists / visitors to the department.**

Name	Place	Topic	Date
Prof. N.R. Jagannathan	AIIMS	Exploring the human body by MRI	16-09-2010
Prof. Goverdhan Mehta	University of Hyderabad	Past, present future	18-10-2011

Name	Place	Topic	Date
Prof. Charusita Chakravarthy	IIT, Delhi	Importance of simple substances such as water	18-10-2011
Prof. S. Chandrasekhran	IISC, Bangalore	Chemistry for a sustainable world	18-10-2011
Dr. Roopmanjiri Ghosh	JNU, Delhi	Quantum mechanics. Let there be light	26-08-2011
Dr. G.S.Sodhi	SGTB University of Delhi	Origin of forensic sciences	Sept 2011
Dr. Bimlesh Lochab	Shiv Nadar University	Does size matter	07-09-2012
Dr. J. M. Khurana	University of Delhi	100 years of Grignard Reagent chemistry	13-10-2012
Dr. Ram S. Mohan	University of Illinois	Better living through green chemistry	08-08-2013
Dr. S.K. Garg	DDU, University of delhi	Environment friendly solvents co-ordination chemistry	04-10-2013
Dr. Ram S. Mohan	University of Illinois	Environment friendly solvents	04-01-2014
Prof. Kshipra Mishra	DIPAS, Delhi	Water Purification	19-02-14

25. **Seminars/Conferences/Workshops organized & the source of funding:**
    a) National
    - Outreach Progamme for School and College students in International Year of Chemistry funded by UGC.
    - Summer Workshops for College students conducted annually in collaboration with other Science departments funded by Star College Scheme.

b) **International:** Nil

26. **Student profile programme/course wise.**
    Refer Criterion 2; Item 2.1.6 and 2.6.2

27.   Diversity of Students

B.Sc. Chemistry Hons.	% of students from the same state	% of students from other states	% of students from abroad
2010-11	51.76	48.24	Nil
2011-12	64.51	35.49	Nil
2012-13	55.55	44.45	Nil
2013-14	57	43	Nil
M.Sc. Chemistry			
2010-11	80	20	0
2011-12	100	0	0
2012-13	66.67	33.33	0
2013-14	83.33	16.67	0

28.   How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

As per data of the last five years at least 20 students have cleared NET 2 have cleared Defense services. About 7 students have cleared JAM for post-graduation in IIT and IISER. The data pertains to students who have kept in touch with the faculty and updated them.

29.   Student progression (approximations)

Student progression	Against % enrolled
UG to PG	This number varies from 40% to 70%.
PG to M.Phil.	-
PG to Ph.D.	This number varies from 20% to 40%.
Ph.D. to Post-Doctoral	Approximately 10% to 20%.
Employed • Campus selection • Other than campus recruitment	Most students are employed, but not through campus recruitment.
Entrepreneurship/Self-employment	-

30. **Details of Infrastructural facilities**

a) Library - The library is well stocked and spacious and relevant materials are readily available to students. There is a good Photostat facility in the library which the students can avail of. We have a small departmental library which has books from CPE grant & books received from publisher as complimentary copy, teachers also give their books to students. **Chemistry Books in Library** till 2014 is 2,711.

b) Internet facilities for Staff & Students

The entire college has LAN connectivity. There are three computer laboratories and about 100 students can use the facility at a time. There is also internet facility in the library as well as in the department.

c) Class rooms with ICT facility

Almost all rooms have ICT facility.

Laboratories: There are **2 well equipped laboratories** to accommodate 60 and 40 students respectively. There are balance rooms attached to each laboratory and all balances are electronic and digital. There are **2 instrumental laboratories** with adequate equipment required in a chemistry laboratory.

Each Lab has a big preparation room for making solutions, reagents etc. There are separate rooms for storing chemicals, instruments, glass apparatus and other consumables. Special efforts have been made to incorporate safety measures and to make these labs green and accident averse i.e. the students and teachers are least exposed to toxic gases and accidents are avoided. Some of the features included in the labs are as under

a) There is maximum natural light and good ventilation.
b) Heavy duty exhaust fans have been installed so that all gases generated are evacuated fast.
c) There are fume hoods in both labs.
d) Adequate fire extinguishers have been provided.
e) First Aid Kit is readily available.
f) Special work-shop was organized to acquaint and train Lab staff in First Aid procedures.

31. **Number of students receiving financial assistance from college, university, government or other agencies.**

All students enrolled under University of Delhi's innovative project receive monthly stipends for 1 year.

College Student Welfare Fund	
2013-14	7
2014-15	6

Other Financial Assistance	2012-2014
Inspire Fellowship 2014-15 (Rs. 70000 Per Year +20000 Contingency)	12
CSSS Fellowship (Centre Sector Scheme Scholar given By CBSE/HBSE 10000 Per Year) (2014-15)	3
NSS Scholarship of Amount (Rs 3000) (2014-15)	
Innovative project (2013-15) GC-201 (Rs 1000 to each student for 12 months)	9
Smt. Shanti Mukhrjee Memorial Award (cash award) for P.SC. and L.Sc. (2010-2014)	6
Ravi Khullar Memorial Award (cash award from 2010 onwards) 2010-2015	5
Dr. C.K. Khurana memorial award Cash Award 2010-2015	5

32. Details on student enrichment programmes (special lectures / workshops / Seminar) with external experts

Holding of seminars, inviting scientists for talks and having summer workshops are regular features.

Chemical Society *Rasgandhayan* pays tribute to the Great Scientists by holding special lectures to commemorate the centenary of receiving Nobel Prize.

- The year 2011 marked the centenary of Marie Curie receiving the Nobel Prize for Radium and was declared as the "*International Year of Chemistry*". The Chemistry Department of Gargi College also organized a major event on this occasion with the theme "Chemistry in our lives" during 18th and 19th of October, 2011.

- The year 2012 was the centenary of Prof. Grignard. A lecture on "*100 years of Grignard Reagent*" by Prof. Khurana of Department of Chemistry, Delhi University was organized on this occasion in the month of September.

- In 2013 which marked the centenary of Prof. Alfred Werner receiving the Nobel Prize on *Coordination Chemistry*, a lecture by Prof. S.K. Garg, Principal, Deen Dayal Upadhyaya College, University of Delhi, was organized.

- In 2014 which marked the celebration of Internatonal Year of Crysatllography , a lecture was delivered by Prof. M.A. Wahab of Jamia Millia Islamia on " Basic concepts of Crystallography".

  Workshops Organized for Students

- Workshop on physical sciences was organized from 6th to 8th July 2010 along with the physics department.

- A workshop with the aim to train the laboratory staff in the maintenance of commonly

used instruments was conducted during August 2013, by all the science departments in which Chemistry Department was also a part.

- Summer workshop from 26th to 31st May 2014 under star college scheme.
- Workshop on Green Chemistry organized on 8th and 9th Aug, 2013; conducted by Prof Ram S. Mohan, Illinois Univ, USA.
- Green methods and techniques 20th march 2013, (students from Gargi as well as Miranda, Hindu, Venkateswara and Maitreyi participated– around 50 students)

Seminars/workshop Organised

- Summer Workshops for College students conducted annually in collaboration with other Science departments funded by Star College Scheme
- In addition to the above on 16th September, every year, ozone day is celebrated which consists of events such as lecture or competitions like 'on the spot poster-making' and 'slogan-writing' competition in which large number of students from various courses participate
- An interdisciplinary conference on conflict to convergence: building holistic Prospective 7-8th Nov. 2012. There were five sessions on artificial intelligence, heritage conservation, and ethics in science, UID Aadhar Scheme and paradoxes of consumption.
- 12th Jan., 2012, Interdisciplinary Science Seminar Epi-Genetics in Medicine and genetically modified crops. Prof. Vani Brahmachari, ACBR; Prof. P. Anadakumar, (IARI); and Prof. Rakesh Bhatnagar (JNU)
- Seminar on *"Health and Well Being* Prof. Syed Hasnain of IIT, Delhi and Prof. Sameer Bakshi, AIIMS 19th Feb2013
- In 19th feb 2014, Interdisciplinary Science Seminar, Dr. Kshipra Mishra (DIPAS) and Prof. Aditya Mittal (IIT, Delhi) on Theme Water Purification.

33.   **Teaching methods adopted to improve student learning**

- Apart from conventional 'talk and chalk 'technique power point presentations and use of molecular models are a regular feature.
- Students also give presentations; these enhance their communication skills and encourage extra reading.
- Lectures are supplemented with class quizzes, tests, open book assignments and discussion classes are held after completion of every topic where students are asked to state specific difficulties.
- Industrial and institutional visits are arranged. Students have been taken to Dabur, Ranbaxy, University Instrumentation Centre to name a few.
- Every teacher indicates to students about her availability beyond the class hours where they can solve problems and discuss difficulties on a one to one basis.

- The Chemistry laboratory is well equipped (details of equipment are given in the report on infrastructure). The teachers have prepared lab manuals in various experiments. A hand out of every experiment is given as pre-lab exercise and details are discussed prior to commencement of experiment. Adequate lab safety measures are taken, special classes are held for lab staff to upgrade their knowledge. Each experiment is followed by an extensive viva voce.
- Field visits are conducted so that students get the feel of various techniques used in industry and research. Some of the organizations visited are forensic science lab, Chandigarh, Ranbaxy, Dabur and USIC.
- Students are motivated to design experiments to correlate theory with practice. This enhances critical thinking and enhances their learning ability

34. **Participation in Institutional Social Responsibility (ISR) and Extension activities**

Students participate in NSS, NCC, Sports, WDC etc

Dr. Sidhwani regularly conducts workshop in colleges and school on green chemistry along with Dr. Sushmita Chowdhury

Dr. B. Vaijayanthi gave a talk on "*Formalising the non formal* " at the Delhi University ACADEMIC CONGRESS titled "Enabling the Young: Rethinking Education", 6 & 7th September 2012.

35. **SWOC analysis of the department and Future plans**

Strengths:
- The faculty is highly qualified and competent.
- Motivate students to think beyond curriculum.
- Used principle of green chemistry in the lab experiments to reduce toxicity, waste generated, energy, more economical for a healthy and happy environment.

Weaknesses:
- We wish to provide a state of the art green chemistry lab and most of us are working in this direction.
- Our dream is that every student gets an opportunity to do a research project, in order to fulfill this each teacher is required to mentor at least 5 students.

Opportunities:
- The chemical society gives opportunities to students to enhance their skills.
- Students host and participate in inter college competitions like paper presentation, debate, quizzes, poster making etc. These enable them to interact with fellow students and enhance their presentation skills.
- The society also publishes an annual magazine 'Amalgam' which is

exclusively managed by the students and they contribute articles on latest scientific topics as well as other topic of interest.

- Development of scientific temper is encouraged by having interactive session with leading scientists.
- Industrial and institutional visits have been made possible. These show the applications of chemistry in research and industry and gives the students a better idea of future prospects.

Challenges:

- There is diversity in the student body, some lack good communication skills and confidence while some are from Hindi medium. It is a challenge for teachers to bring them all up to the same level which we are achieving by holding extra classes.
- Girls from small towns often face initial adjustment problems in Delhi and need counseling from the teachers and if needed special counselors are arranged.

Future Plans

- Having a special chemistry research Lab
- To increase Collaboration with Industries
- To initiate new add on courses.

Evaluative Report

1&2. **Department of Microbiology** established in the year 1989.

3. **Name of programmes/courses offered**: Undergraduate course in B. Sc. (H) Microbiology

4. **Names of interdisciplinary courses and the departments/units involved:** None

5. **Annual/semester/choice based credit system:** Semester System since 2011.

6. **Participation of the department in the courses offered by other departments:** None

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** None

8. **Details of courses/programmes discontinued (if any) with reasons:** None

9. **Number of teaching posts:**

Teaching Posts	Sanctioned	Filled
Professors	-	-
Associate Professors	8	5
Asst. Professors		2

10. **Faculty Profile with name, qualification, designation, specialization.**

Name	Qualification	Designation	Specialization	No. of years of experience
Dr. Surabhi Srivastava	Ph. D (R.D. University, Jabalpur, MP)	Associate Professor	Virology, Cyanobacteria, Cyanophages, Microbial Ecology	25
Dr. Anita Kapila	Ph. D (BHU)	Associate Professor	Medical Microbiology, Microbial Genetics	25
Dr. Rekha Gupta	Ph. D (DU)	Associate Professor	Applied Microbiology	23
Dr. Kavita Vasdev	Ph. D (DU)	Associate Professor	Biotechnology	20
Dr. Shashi Chawla	Ph. D (DU)	Associate Professor	Medical Microbiology	19
Dr. Richa Sharma	Ph. D (DU)	Assistant Professor (Adhoc)	Industrial Microbiology	2

Name	Qualification	Designation	Specialization	No. of years of experience
Dr. Kohinoor Kaur	Ph. D (AIIMS)	Assistant Professor (Adhoc)	Molecular Biology, Biotechnology	1.5
Dr. Vandana Choudhary	Ph. D (AIIMS)	Assistant Professor (Adhoc)	Molecular and structural biology	1

11. **List of senior visiting faculty:** None

12. **Percentage of lectures delivered and practical classes handled by temporary faculty**: 25% (in association with the permanent faculty)

13. **Student-teacher ratio (programme wise):** 12:1

14. **Number of academic support staff (technical) and administrative staff sanctioned and filled:** Sanctioned technical staff – 8, filled – 8 and college administrative staff.

15. **Qualification of the teaching faculty:** Ph.D. (all ad hoc and permanent teachers)

16. **Number of faculty with ongoing projects from national and international funding agencies and grants received:** One, detail in item 17 below.

17. **Departmental projects funded by DST-FIST, UGC, DBT, ICSSR, etc and total grants received:**
    - Innovative project by University of Delhi (10 Lakhs) with Physics and Chemistry [Dr.   Kavita Vasdev (Microbiology), Dr. Indu Sidhwani (Chemistry), Dr. Vandana Arora (Physics)] – 2013-2014
    - Project sanctioned by DST under the **Fast Track Young Scientist Scheme** on September 2013 for a period of three years. 'Bacterial γ-glutamyl transpeptidase: Characterization and application as debittering enzyme'- Dr. Richa Sharma, Rs.23 lakhs.

18. **Research Centre/facility recognized by the university:** Physics and Botany Research Laboratory.

19. **Publications**

Publication per faculty	2.5
No. of papers published in peer reviewed journals	20
No. of papers listed in international database	20
Chapter in books	2
Citation index (total)	163
Impact factor (total)	41.92
h-index (cumulative w.r.t. faculty with h-index)	12

20. **Areas of consultancy and income generated**: None

21. **Faculty as members in committees:**

Association	Members/Reviewer
Association of Microbiologists of India (AMI)	Dr. Surabhi Shrivastava, Life Member Dr. Anita Kapila , Life Member Dr. Rekha Gupta, Life Member Dr. Kavita Vasdev, Life Member Dr. Shashi Chawla, Life Member Dr. Richa Sharma – Life Member
ASM (American society of Microbiology) 2013 Bioremediation, Francis and Taylor publication	Dr. Kavita Vasdev, Member Reviewer
Indian College of Allergy and Applied Immunology Indian Immunology Society	Dr. Shashi Chawla, Life Fellow

22. **Student projects**

    a) **Percentage of students who have done in-house projects including inter departmental/programme:** ~90% of final year students.

    b) **Percentage of students placed for projects in organizations outside the institution i.e. in research laboratories/industry/other agencies:** 40 % (summer training)

23. **Awards/recognitions received by faculty and students:**

Dr. Richa Sharma	Awarded the **"Young Scientist Award"** for Environmental Microbiology by Association of Microbiologists of India in 2012.

Awards/recognitions received by students

University Toppers	• Ranjitha R. Prabhu (2014) • Ashima Dua (2013) • Priya Dagar (2012) • Arundhoti Das (2011)

24. **List of eminent academicians and scientists/visitors to the department.**

Name	Topic of Lecture
Dr. Sandip Das	Department of Botany, D.U. " RNA interference", 2011.
Prof. Syed Hasnain	IIT Delhi "Genomics in health sector", 2013.
Dr. Sameer Bakshi	AIIMS, Cancer research, 2013.
Dr. C. Sathish Kumar	Botanical Garden Research Institute, Thiruvananthapuram "Orchids: wonder plants", 2014.
Dr. J. P. Khurana	Professor at Department of Plant molecular biology, UDSC "Phytochromes, Cryptochromes and Phototrophins provide insight into plant vision", 2014.
Dr. G. Mahesh	Coordinator, NKRC, NISCAIR, "eResources for biological sciences", 2014.
Ms. Seema Sirpal	Senior System Programmer, DUCC, "Social Media and their impact on education", 2014
Dr. Neena Priyanka	Advisory data specialist at Pitney Bowes Software, India, "New learning Methodologies for students", 2014.
Dr. Kshipra Mishra	DIPAS, Delhi, "Low cost remedies to remove arsenic", 2014.
Prof. Aditya Mittal	Professor at IIT-Delhi, "Life and environment", 2014.
Dr. Sanjay Kapoor	Professor at Department of Plant Molecular Biology, UDSC, "Insilico analysis of gene expression in plants", 2014.
Dr. Vijaya Raghavan	Secretary, DBT, Interactive Session with students, 2014.

25. **Seminars/conferences/workshops organized and the source of funding**

Interdisciplinary Sciences summer workshop (26th May to 31st May, 2014) with 30 participants Under "Star College Scheme" Funded by Department of Biotechnology (Ministry of Science and Technology).

26. **Student profile/programme/course wise:**

Refer Criterion 2; item 2.1.6 and 2.6.2.

27. **Diversity of students**

B.Sc.(H) Microbiology	% of students from the same state	% of students from other states	% of students from abroad
2010-11	58.83	41.17	0
2011-12	62.5	37.5	0
2012-13	75.87	20.68	3.45
2013-14	39	61	0

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?** 60-70 %.

29. **Student progression** (approximations)

Student Progression	Against % enrolled
UG to PG	95%
PG to M. Phil	5-10%
PG to Ph.D	75%
Ph.D to Post Doctoral	70-80%
Employed	70% pursue higher education – M.Sc., PhD, Post Doc
• Campus selection	-
• Other than campus recruitment	20-30%
Entrepreneurship/self-employment	25-30%

30. **Details of infrastructural facilities**
   a) **Library –** Departmental library currently stocks a total of 91 books. The college library also has a collection of books (105) pertaining to microbiology and the related disciplines.
   b) **Internet facilities for staff and students -** Wi-Fi enabled campus provides internet facility to students and staff throughout the college campus. Departmental computers are available for students and staff.
   c) **Class rooms with ICT facility –** All classrooms are equipped with LCD projectors which enable the teachers to give PowerPoint presentations on various theoretical aspects and laboratory techniques to facilitate easier learning by students.
   d) **Laboratories –** Fully equipped laboratories with first aid kit in case of any accidental injury to the students and staff. A fire extinguisher is also available.

31. **Number of students receiving financial assistance from college, university,**

government or other agencies

1	Deepti Shrivastava and Neha Goyal of B.Sc (H) Microbiology IIIrd year are receiving DST **Inspire** fellowship amounting to Rs. 80,000/year
2	Harsha Raheja of B.Sc (H) Microbiology IIIrd year received scholarship under the scheme 'Young women in science scholarship' amounting to a total of Rs. 2,50,000.

32. **Details of student enrichment programmes (special lectures/ workshops/ seminar) with external experts.**

Invited lectures by eminent scientists from various institutes are organised frequently. Refer Item 24.

33. **Teaching methods adopted to improve student learning**
- Use of chalk board teaching
- Interactive sessions and discussions in classrooms.
- Use of PowerPoint presentation with videos to enhance learning.
- Teaching kits and aids such as charts are used to explain various topics.
- Hands on training in practicals.
- Students are often taken on field trips to industries such as to Mother Dairy, Tilda rice, Mohan Meakins as well as to research laboratories situated at University of Delhi, South Campus and Department of Biotechnology, JNU. This enables better understanding of the concepts discussed in the classroom.
- Routine tests, quizzes and presentations by students in the form of short seminars are also conducted to improve their concepts, communication skills and confidence.

34. **Participation in Institutional social responsibility (ISR) and extension activities**
- Students have actively participated in the Swatchh Bharat Abhiyaan.
- Our students participated in various activities like Cancer awareness, Hepatitis B awareness (Hepatitis B vaccination camp was successfully conducted by our students in college campus), Blood donation.
- Some of our students are also involved in NSS and NCC activities.
- Students also showed eager participation in organisations such as Leaders for tomorrow and Education Tree and are involved in tree plantation drives, cleanliness drive, visited shelter homes and taught underprivileged children.
- Students participate in march-past and other sports activities every year and win prizes.
- Several students participate in extracurricular activities like dance, music, street play, photography etc.

35. **SWOC (Strength, Weakness, Opportunities, Challenges) analysis of the**

department and future plans.

Strengths

- Efficient teaching and non-teaching staff of the department enables the students to graduate with a good understanding of the subject so that students excel in further higher studies and bring laurels to the institution.
- Cooperative staff.
- Well-equipped laboratories.

Weakness

- Due to high cost of some chemicals and enzymes, few experiments are conducted only in large groups. We have received DBT grant so we are able to do experiments in a better manner.

Opportunities

- Our students undergo summer internships in premiere institutes like JNU, CDFD (Hyderabad), AIIMS, IISc (Bangalore), ACBR.
- Students are also given the opportunity to carry out short research projects with the faculty members of the department.

Challenges

- Courses can be revised in collaboration with industries so that our students get better placement opportunities even after completing B.Sc (H) Microbiology.

Future Plans

- Organizing more workshops and seminars for students.
- Students to be given more hands-on experience in creating innovative ideas to conduct research in groups to solve critical problems and learn new scientific techniques.
- More field trips to industries and research laboratories for students.
- To arrange for summer internship programs for a good number of students preferably through collaboration with research institutes in Delhi and outside.

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Evaluative Report

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1.&2. **Department of Physics** established in the year 1967.

3. **Name of Programmes / Courses offered:** B.Sc. (H) Physics.

4. **Name Interdisciplinary courses and the departments/ units involved –**
Physics offered to:

- B.Sc (H) Chemistry
- B.Sc. (Prog.) Physical Sciences.
- B.El.Ed.
- IT & Science and Life to all the courses introduced under FYUP

5. **Semester Programmes** (since 2010)- B.Sc (H) Physics, B.Sc Physical Science; Annual Programme B.El.Ed

6. **Participation of the department in courses offered by other departments:** Refer item 4.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** UGC-UKIERI project in collaboration with UCL, UK.

8. **Details of Programmes/ Courses discontinued (if any) with reasons:** Four year undergraduate programme (FYUP) discontinued in 2014.

9. **Number of teaching posts**

Teaching Posts	Sanctioned	Filled
Associate Professor	11*	06
Assistant Professor		04

10. **Faculty profile with name, qualification, designation and specialization.**

Name	Qualifications	Designations	Specialization	No. of years of experience
Dr. Indu Datt	Ph.D (D.U)	Associate Professor	Experimental solid state physics	25
Dr. Nisha Gupta	Ph.D (D.U)	Associate Professor	Fiber Optics	25
Dr. Deepti Lehri	Ph.D (D.U)	Associate Professor	Semiconductors	21
Dr. Alka Garg	Ph.D (D.U)	Associate Professor	Material Sciences, Opto electronics and Superconductivity	22
Dr. Vandna Luthra (Supervised one student for Ph.D. in	Ph.D (D.U)	Associate Professor	Material Science, Electronics, Nanotechnology	19

Name	Qualifications	Designations	Specialization	No. of years of experience
joint supervision and four ongoing)				
Dr. Supreeti Das	Ph.D (I.I.T Kanpur)	Associate Professor	Non- Linear Dynamics	19
Dr. N. Chandrika Devi	Ph.D (D.U)	Assistant Professor	Astroparticle	9
Mrs. Anita	M.Sc, (D.U)	Assistant Professor	Material Science Electronics	6
Dr. Hira Joshi	Ph.D (D.U)	Assistant Professor	Solid State Physics	6
Munish	M.Sc (I.I.T. KGP)	Assistant Professor	Solid State Physics	4
Dr. Archana	Ph.D (IIT Delhi)	Assistant Professor	Condensed matter physics	4.5
Dr. Itty Garg	Ph.D (D.U)	Assistant Professor	Biophysics	3.5
Dr. Nirmala Saini	Ph.D (IIT Delhi)	Assistant Professor	Optical and biometric security systems	10 months
Mr. Chattarpal	M.Tech IIT Madras	Assistant Professor	Solid State Physics	10 Months

11. **List of senior visiting faculty** Nil

12. **Percentage of lectures delivered and practical classes handled by temporary faculty:** 9% (Odd Semester)*: 1/11

27% (Even Semester)*: 3/13

*This varies depending upon the academic load of the department on semester basis.

13. **Student-Teacher Ratio (programme wise):**

B.Sc. (H) Physics 12:1 / B.Sc. Physical Science 20:1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled**

Academic support staff (technical) Permanent - 6

- Temporary / Contract**:-** 1-4 *
- Administrative - College administrative staff

*This too varies depending upon the academic load of the department on semester basis.

15. **Qualifications of teaching faculty**   Refer Item 10 for details.

Ph.D.	Pursuing Ph.D.	M.Sc.
11	1	1

16. **Number of faculty with ongoing projects from (a) National (b) International funding agencies and grants received**

- National – 2
- International (Bilateral) – 1

17. **Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received**

Project Name	Year (Amount)
UGC-UKIERI	2013-15 (10.19 lakhs)
Star College DBT	2010-15 (28 lakhs) (1) Non Recurring: 15 lakhs (2) Recurring : 2 lakhs (till 2014) per year
Innovative Project (D.U.)	(1) 2012-13 (5 lakhs) in collaboration with Zoology department (2) 2012-13 (7.3 lakhs) in collaboration with Chemistry and Microbiology departments.

18. **Research Centre/facility recognized by the University**

Physics Research lab recognized by board of research studies (BRS) for Ph.D. studies.

19. **Publications:**

Papers per faculty	(23/11) = 2.09
No. of papers listed in International database	23*
Chapters in Books	2
Impact factor	34.901 (Since 2010)
Citation Index (Since 2010)	157 (Total) (Since 2010)
h-index	15

*Same paper by two faculty members has been counted for both.

20. **Areas of consultancy and income generated**   Nil

21. **Faculty as members in**

Committee	Faculty	Members of
National Committee	Dr. Indu Dutt (2012,13), Dr. Supreeti Das (2013), Dr. Vandna Luthra (2013)	Jury members of DST INSPIRE program to evaluate school children science projects.
International Committees	Dr. Vandna Luthra, Dr. Indu Datt, Dr. Deepti Lehri, Ms. Anita	Local organizing committee, 1st Indo-UK conference on Recent advances in Chemical Sensors held on Feb.2014 as a part of UGC-UKIERI project. International organizing committee, Convener-
Editorial Boards	Dr. Vandna Luthra	Member, Open access Journal - Engineering, Guest Editor for special issue on gas sensors. Proceedings of Ist Indo-UK conference supported by UGC-UKIERI Thematic partnership by Vandna Luthra (GC) with Dr. Russell Binions (QMUL, UK) and Dr. Ajay K. Arora (DB college)

22. **Student Projects**

    a) **Percentage of students who have done in-house projects including inter departmental / programme**   Approx. 20-25%

    b) **Percentage of students placed for projects in organizations outside the institution.**   20-25%

23. a) **Faculty Awards/Recognitions**

Awards for Faculty	
Dr. Vandna Luthra	Best Lecturer Award by NCT, Delhi Govt. (2012),
	UGC- UKIERI Thematic Partnership Award– 2013
	One of the four champions chosen for further training on digital literacy (collaboration between COL, University of Delhi and Edinburgh College, Scotland), July 2014,

Awards for Students	
Dipti Yadav 2014	Selected for summer research fellowship by Indian Academy of Sciences Bangalore.
Rubia and Yashika 2012-13	Pathfinder award instituted by Gargi College.
Ms. Neeraj Kumari 2012-13	DST-INSPIRE scholarship for being among top 1% of candidates in the UP board examination.
Rubia and Gauravi 2011-12	Pathfinder award instituted by Gargi College.
R. Rubia 2011-12	Selected for summer fellowship at Inter University Accelerator Center (IUAC).

24. **Eminent academicians and scientists/visitors to the department**

Indo-UK Conference		
2010-11	Applications and Recent Trends in the field of Biosensors	Prof. B.D. Malhotra (National Physical Laboratory)
2011-12	Unravelling the quantum Universe: role of particle colliders.	Dr. Kirti Ranjan, Dept. of Physics and Astrophysics, DU.
2012-13	A brief talk about plasma.	Prof. V. K. Tripathy, IITD.
	Talk on Career Counselling.	Prof. T. Seshadri, Department of Physics & Astrophysics
UGC-UKIERI Thematic Partnership Award on 10-11th Feb 2014.		
2013-14	Current Status of Chemical Sensors.	by Prof. R.P. Tandon, Department of Physics & Astrophysics, D.U.
	Development of Low temperature operated Semiconductor and SAW sensors for toxic gases and chemical warfare agents.	Prof. Vinay Gupta, Dept. of Physics & Astrophysics

	Tailoring of Semi-conducting oxides for gas sensing applications.	Dr. Vandna Luthra, Dept. of Physics, Gargi College.
	Deptection electronics for Chemical Sensors: Issues and Challenges.	T. Islam, JMI.
	Organic and Inorganic nano hybrids and interfaces as sensors	Prof. S. Annapoorni
	Electronic noses.	Dr. A.T. Nimal, SSPL.
	Nano porous silicon based alcohol and humidity sensing-photoluminescence quenching studies.	Saakshi Dhanekar CARE, IITD.
	Electric field assisted chemical vapour deposition of nanostructured metal oxide thin film gas sensors.	Russell Binions, Queens Mary College, University of London.
2013-14	"Black holes are hot".	Patric Das Gupta, Department of Physics & Astrophysics, D.U.

25. **Seminars/Conferences/Workshops organized & the source of funding**

- **Dr. Vandna Luthra,** Dr. N. Chandrika Devi and Dr. Indu Datt on "Hands-on Fiber Optics kit", 26-31 May 2014, Star College Grant.
- **Dr. Vandna Luthra and Dr. Deepti Lehri and Ms. Anita** "Hands-on Thermal evaporation unit on deposition of Aluminium on glass", 26-31 May 2014, Star College Grant.
- **Dr. Nisha Gupta** and **Dr. Alka Garg** organized a seminar on optical Fiber based probes, at Gargi College, on 3-4 April 2013 funded by Innovative project, DU in collaboration with Zoology department.
- National seminar on Green methods and Techniques : Inter-

disciplinary approached organized by **Dr. Vandna Luthra** in collaboration with Dr. Indu Sidhwani(Chem) and Dr. Kavita Vasdev (Microbiology). Dr. Indu Datt and Dr. Deepti Lehri were the members of the local organizing committee in the seminar held at Gargi College, Du on 20th March 2013 funded by innovative project, DU.

- Indo-UK conference was organized on 10th-11th Feb 2014 with funding from UGC-UKIERI Scheme, College and sponsors at Gargi College on " Recent Advances in Chemical Sensors".

26. **Student profile programme/coursewise:**
     Refer Criterion 2; item 2.1.6 and 2.6.2.

27. **Diversity of Students**

Physics (H)	% of students of same state	% of students of different state	% of students of abroad
2010-11	77.78	22.22	0
2011-12	71.05	28.95	0
2012-13	62.23	37.77	0
2013-14	79.5	20.5	0
B.Sc. Physical Science			
2010-11	59.68	40.32	0
2011-12	60.53	39.47	0
2012-13	57.75	42.25	0
2013-14	0	0	0

28. **Number of students who have cleared National and State Competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.**
     (approximations)

Year	JEST (%)	JAM (%)	Foreign Fellows hip (%)	Placements (%)	NET (%)
2010-2011	-	-	-	-	6.67
2011-2012	-	2.63	-	7.89	-

| 2012-2013 | - | 4.4 | 5.88 | 8.82 | - |
| 2013-2014 | 3.2 | 6.25 | - | 6.25 | - |

29. **Student progression** (approximations)

Student progression for Physics Hons.	2010-2011	2011-2012	2012-2013	2013-2014
UG to PG	53.33	71.03	51.47	37.5
PG to M.Phil.	-	-	-	-
PG to Ph.D.	13.33	2.16	-	-
Ph.D. to Post-Doctoral	-	-	-	-
Employed • Campus selection • Other than campus recruitment	6.66	2.63	8.82	6.25
Entrepreneurship/Self-employment	-	-	-	-

Student Progression for B.Sc. Physical Science	Against % enrolled (approximations)
UG to PG	~8%
PG to M.Phil.	-
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed	~3%
Entrepreneurship/ Self Employed	-

30. **Details of Infrastructural facilities**

a) Library: Out of a total of 3087 books of Physics in the college library and 6 journals, 759 books were purchased between 2010 and 2014; 116 books in the departmental library.

b) Internet facilities for Staff & Students   Yes

c) Class rooms with ICT facility   Yes

d) Laboratories

- Physics research lab with advanced facilities for Ph.D., undergraduate research, Internship and Summer School.
- Physics lab equipped for undergraduate courses.- B.Sc. (H) Physics, Physics for Chemistry and Physical Sciences
- Computer laboratories

31. **Number of students receiving financial assistance from college, university, Government or other agencies**

College Student Welfare Fund	
2013-14	6
2014-15	5

32. **Student Enrichment programmes** (special lectures / workshops/ seminar) with external experts

1. Summer School on an Annual basis: Inter-disciplinary experiments are conducted for all sciences.
2. Indo-UK conference on Recent Trends in Chemical Sensors.
3. Interaction with eminent scientists from various research labs including on interfacing of physics experiments.
4. Internships at various institutes of Repute like JNU, HRI and IISc. Bangalore.
5. Routine usage of Physics Research Lab for demonstrations and various projects.

33. **Teaching methods adopted to improve student learning**

1. Hands-on sessions.
2. Special attention to Hindi speaking students.
3. Summer trainings within and outside college.
4. Student mentoring

- Orientation program for first year students: introduction to faculty and non-teaching staff.
- Economically weak students are encouraged to apply for scholarships.
- Medium of instructions keep changing between Hindi and English since students are heterogeneous.
- Mentoring for path finder award, QUEST, innovation project, interdisciplinary research (subjects kike nanoscience have been covered).
- Since there is a scarcity of good physics teachers in schools our physics students have proved to be very good teachers after doing B.Ed and employed in reputed schools like Sanskriti, Tagore International etc.
- Postgraduate students consult us for choosing proper subject for research. This shows immense trust in their teachers.

5. Physics society QUASAR, physics dumb charades and *Physikos*, the physics magazine.
6. Learning beyond curriculum by bringing out the physics magazine under teacher convener's guidance.
7. Organizing both national and international seminars, workshops, conferences provides opportunity to our students to interact with some of the best scientists of respective fields.
8. Lectures on career guidance.
9. There is an active placement cell in college.
10. A small group opts for civil services examination and they often need advice on their second subject.
11. When students apply to foreign universities, we advise them on choice of university and papers to be opted for besides writing their recommendation letters.

34. **Participation in Institutional Social Responsibility (ISR) and Extension activities**

   i. **Prapti** (student) - Fellowship in LEADearthSHIP by TERI and TETRA Pak Environmental awareness generation campaign in Asia's largest Mandi- Azadpur Mandi. Major impact in the form of more sustainable sellers, selected area cleaned and painted and Graffiti in Mandi on environmental issues.
   English teacher volunteer at Make a Difference- taught the orphans at Arya Orphanage in Daryaganj – P**rapti.**

   ii. **Jyoti Yadav -** Volunteer at UMEED- A drop of hope, teaches slum children.

   iii. **Divya, Suvriti, Ruchika, Sukriti** Volunteers at Cheshire Home.

   iv. **Anjali Chapparia** Volunteer at NGO for blind children.

   v. Many students have joined NSS and WDS groups and working towards various social issues

35. **SWOC analysis of the department and Future plans**
   Strength
   - Well-equipped labs with various specialized facilities
   - Diverse skills of the individual faculty members for theoretical and experimental fields.
   - Collaboration on inter-departmental, intra, inter college, local scientific institutes as well as internationally.
   - Peer support to students on various diverse fields.

Opportunities

- Establishing facilities for teaching and research through various funding.
- Finding and implementing various training/updating options of acquiring latest skills, methods and techniques.

Weakness

- Imparting training on cutting edge technologies.
- More emphasis on Hindi speaking students.
- More emphasis on infrastructure development.

Challenges

- Enhancing digital literacy among teachers and students.
- Eco friendly campus.
- More intensification of e-bin and own-a-mug scheme.
- Upgrading of safety measures and disposals (chemical).
- More emphasis on Hindi speaking students.
- Adopting and practicing digital literacy tools for class-room teaching.
- Promoting undergraduate research.

Future plans

- Emphasis on digital literacy as a mission.
- Under graduate Research: upgradation of instruments, facilities and approach.
- Teaching beyond curricula like summer schools / workshops conferences and seminars. etc.
- Faculty and staff development with special reference to Skill and Technical Enhancement.
- International Cooperation with other countries.
- Updating new topics and enrichment of the same.
- Booster to Teaching Resources, Equipment *(e-board)* and methods.
- Visits to various places of academic importance
- Publications in national International journals.

Evaluative Report

1&2. **Department of Zoology,** established in the year 1967.

3. **Name of programs / courses offered:** B.Sc.(Honours) Zoology .

4. **Names of Interdisciplinary courses and the departments /units involved:**

   B.Sc. Program Life Sciences with Botany and Chemistry Departments

5. **Annual/semester/choice based credit system**

   All courses are in semester system

6. **Participation of the department in the courses offered by other departments**
   a. **Biology II** to B.Sc. (Honors) **Chemistry** & B.Sc. (Program) **Physical sciences**
   b. **Environmental studies** to B.A (Program), B.A. (Honors) History, BBE and B.Sc. (Honors) Chemistry & B.Sc. (Program) Life Sciences.
   c. **DC-II** for Botany (FYUP)
   d. **Biology** to B.El.Ed

7. **Courses in collaboration with other universities, industries, foreign institutions etc.**

   "**Science Setu**" program in collaboration with National Institute of Immunology, New Delhi.

8. **Details of courses/programs discontinued (if any) with reasons**

   B.Sc. Life Sciences was not offered in 2013-14 and reintroduced in 2014-15

9. **Number of teaching posts**

Teaching posts	Sanctioned	Filled
Professors	-	-
Associate Professors	16	3
Assistant Professors		13

10. **Faculty profile with name, qualification, designation & specialization**

Name	Qualifications	Designation	Specialization	No. of years of experience
Dr. Neelam Sachdeva	Ph.D., DU	Associate Professor	Reproductive Biology	38
Dr. Veena Bharti	Ph.D., J.N.U.	Associate Professor	Reproductive Biology	36
Dr. Paramjit Khera	Ph.D., DU	Associate Professor	Cell Biology	36
Dr. Smita Chaudhary	M.Sc., DU	Assistant Professor	Reproductive Physiology	9

Name	Qualifications	Designation	Specialization	No. of years of experience
Dr. Poonam Sharma	Ph.D., DU	Assistant Professor	Cell & Molecular Biology	8
Dr. Neena Kumar	Ph. D, PAU	Assistant Professor	Biosystematics and Arthropod biology	7
Dr. M. Divya Gnaneswari	Ph. D, MKU, TN	Assistant Professor	Immunology and Protein Engineering	4
Dr. Smriti Sharma	Ph. D, DU	Assistant Professor	Entomology	3.6
Dr. Shivani Tyagi	Ph. D, DU	Assistant Professor	Entomology, Bacterial Taxonomy, Soil Microbiology	4
Dr. Jasvinder Kaur	Ph. D, DU	Assistant Professor	Molecular Biology, Biotechnology and Bioinformatics	2
Dr. Mamtesh	Ph. D, IGIB, D.U.	Assistant Professor	Zoology/Biotechnology	2
Dr. A. Vineetha	Ph. D, Bharathiar University, TN	Assistant Professor	Entomology	2 years
Dr. Chaitali Ghosh	Ph. D, JNU	Assistant Professor	Cell and Molecular Biology, Biotechnology	2y 5m
Ms. Supriya Singh	M.Sc., PU	Assistant Professor	Molecular Biology	6 months
Dr. Shilpi Panwar	M.Sc., CCS, Meerut	Assistant Professor	Fisheries	4
Dr. Anjali Nagendra	Ph. D, DU	Assistant Professor	Reproductive Molecular Biology	4

11. **List of senior visiting faculty** Nil
12. **Percentage of lectures delivered and practical classes handled by temporary faculty:** Theory & Practical – 75%
13. **Student-teacher ratio:** As per UGC norms, B.Sc. (Hons.) - 12:1; B.Sc. (Program) - 20:1

14. **Number of academic support staff (Technical) & administrative staff; sanctioned & filled**

Support staff	Sanctioned	Filled
Technical for labs	11	11

15. **Qualifications of teaching faculty with DSc/D.Litt/Ph.D/M.Phil/PG:**

In the faculty of 16 teachers, **14 are PhD** and one is about to submit thesis for PhD and one teacher is MSc. Refer Item 10.

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** Teachers are not having individual funding and are doing research projects using Star College DBT Scheme / DU funds.

17. **Projects funded by DST-FIST; UGC, DBT, ICSSR etc. and total grants received**

Dr. Neelam Sachdeva	**Innovation project** funded by Delhi University Laser based cost effective set up for Cell Identification, Characterization and Separation, Dr. Neelam Sachdeva, Dr. Alka Garg & Dr. Nisha Gupta. Advised for patent. Total grants received – 10 Lacs. Students involved: Pragya, Pooja, Juweriah, Lui & Meenakshi (Each student received stipend of Rs. 1000/month).
Dr. Poonam Sharma	Awarded the "BOYSCAST FELLOWSHIP 2009-2010" by Department of Science & Technology (DST), Ministry of Science and Technology, Government of India for conducting advanced research/ undergoing specialized training in the area of Ecological Engineering for a duration of twelve months at LIEBE-CNRS, Metz, France. Total Grant received – 16 lakhs.

18. **Research Centre/facility recognized by the University** Nil

19. **Publications per faculty**

Publication per faculty	6
No. of publications listed in International database	68
Papers in National journals	11
Chapters in Books	11
Impact Factor (Dr N.Sachdeva)	4.28
Impact Factor (Dr. Paramjit Khera)	7.87
Impact Factor (Dr. Poonam Sharma)	25.58
Impact Factor (Dr. Divya Gnaneswari)	3.78
Impact Factor (Dr. Smriti Sharma)	0.9
Impact Factor (Dr. Shivani Tyagi)	2.078
Impact Factor (Dr. Mamtesh)	15.29
Impact Factor (Dr. A. Vineetha)	0.35
Impact Factor (Dr. Chaitali Ghosh)	4.25
Impact Factor (Ms. Supriya Singh)	12.9
Impact Factor (Dr. Anjali Nagendra)	0.75

20. **Areas of consultancy and income generated** Nil

21. **Faculty as members in national, international committees and Editorial Boards**

Faculty	Committees/Editorial Board
Dr. Neelam Sachdeva	Life member of Endocrine Society of India. Convener for Orientation Programme (OR-62) for University and College teachers organized at Centre for Professional Development IN Higher Education, ILLL University of Delhi March 2, 2010 to March 30,2010.
Dr. Paramjit Khera	Life Member of Indian Society of Cell Biology
Dr. Poonam Sharma Dr. M. Divya Gnaneswari Dr. Jasvinder Kaur Dr. Mamtesh Dr. Chaitali Ghosh	Members of American Society of Microbiology (ASM)
Dr. Shivani Tyagi Dr. Jasvinder Kaur Dr. Mamtesh	Life member of association of microbiologists of India (AMI)
Dr. Jasvinder Kaur	INSCR (Indian Network of Soil Contamination Research)
Dr. A. Vineetha	Editorial Board member of Journal of Emerging Research & National Science Congress
Ms. Supriya Singh	International AIDS Society
Dr. Shilpi Panwar	National Science Congress

22. **Student projects**
    a. Approx., 16% (2012-13), 30% students (2013-14) & 30% students (2014-15), were involved in various in-house projects.
    b. 3 students undertook internship in other institutes like JNU, MAMC, Delhi
    c. Consistent increase in the percentage of undergraduate students interested in research.

23. **Awards/ Recognition received by faculty and students**
    Ms. Supriya Singh – UK's Split Site Commonwealth Scholarship (Visiting student as part of overseas education institution award) at 'The Peter Medawar Building of Pathogen Research', Dept. of Pediatrics, University of Oxford, UK, 2013-14.

24. **List of eminent academicians and scientists/visitors to the department**

Dr. T.V. Vijay Kumar	Faculty in the School of Computer and Systems Sciences, Jawaharlal Nehru University, New Delhi. "Bio inspired research in computer science " 2013-14
Dr. Bishwajit Kundu	Associate professor, Kusuma School of Biological Sciences, Indian Institute of Technology, Delhi. "Proteinaceous infections" 2012-13
Dr. Subhash Gupta	Assistant Professor, IRCH, AIIMS. "Women Cancers In India" 2012-13
Prof. P. Venugopal	Chief, Cardiothoracic Centre & Director, AIIMS, New Delhi, "Cellular Cardiomyoplasty using Bone Marrow-derived Stem Cells" 2011-12
Dr Sujata Mohanty	Assistant Professor Stem Cell Facility, AIIMS "Recent Advances in Stem Cell Research & Therapeutics" 2011-12
Dr. Pawan Sharma	ICGEB, New Delhi 2010-11
Dr. Shahid,	ICGEB, New Delhi2010-11
Dr. Puneet Kaur	AIIMS, New Delhi 2010-11
Dr. Uma Kanga	AIIMS, New Delhi 2010-11

25. **Seminars/ workshops organized & the source of funding**

Following Seminars/Workshops were organized by faculty members with Star College DBT funding

- **Bio inspired research in computer science " - Dr. T.V. Vijay Kumar**, faculty in the School of Computer and Systems Sciences, Jawaharlal Nehru University, New Delhi.
- **"Proteinaceous infections"** - **Dr. Bishwajit Kundu**, Associate professor, Kusuma School of Biological Sciences, Indian Institute of Technology, Delhi.
- **"Recent Advances in Stem Cell Research & Therapeutics" -** Dr Sujata Mohanty, Assistant Professor Stem Cell Facility, AIIMS, 2012
- Seminar on **"Women cancers in India"** at Department of Zoology on 7-9 - 2013 at Gargi College.
- Interdisciplinary seminar on "**Optical fiber based Probes**" on 12 April 2013 in collaboration with physics department.
- Workshop on "**Immunodiagnostics and Immunofluorescence**" under Star College Scheme at Gargi College March 11,2011

- Workshop on **Molecular biology** techniques, 9th October, 2014, under DBT star college scheme.
- Summer workshop on Interdisciplinary sciences, 26th May to 31st May 2014, under DBT star college scheme.

26. **Students profile program/course wise**

    Refer Criterion 2; item 2.1.6 and 2.6.2.

27. **Students diversity**

Zoology Hons.	Percentage of students from the same state	Percentage of students from other states	% of students from abroad
2010-11	56.6	43.4	0
2011-12	70.74	29.26	0
2012 – 13	75.68	24.32	0
2013 – 14	57.2	42.7	0

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.?** 80% of the candidates contacted have cleared NET.

29. **Student progression**

Zoology Hons.	Against % contacted / No. contacted
UG to PG	66.67%
PG to PhD	20 out of 75 contacted
Employed Campus selection	5 students in Wipro (2015) 10 alumni teaching in DU affiliated Colleges and 1 in Utkal University
Other than Campus	15 employed in Schools/Office/Companies

30. **Details of infrastructure facilities**
    - **Library:** The college main library contains around 745 books exclusively for Zoology and other subject related books reference. In addition, the department has a small library with 27 books.
    - **Internet facilities for staff & students:** we have centralized **Wi-Fi facility**
    - **Class rooms with ICT facility:** We have Lecture Theatres with LCD projectors.
    - **Laboratories:** Three Zoology Labs are well equipped for undergraduate practical classes and occupied throughout the day. Department also has one

instrument lab and one small research lab. One of our lab is fitted with LCD projector.

31. **Number of students receiving financial assistance from college, University, Government or other agencies:**

College Student Welfare Fund	
2010-11	Nil
2011-12	Nil
2012-13	Nil
2013-14	4

32. **Details on student enrichment programs (special lectures/workshops/seminar) with external experts.**

    a. Seminars and workshops organized mentioned in previous item no. 25.

    b. Zoological Society *'Albatross' o*rganizes debates, seminars, intercollege competition and provides platform for expression of student's talents .

    c. Zoological Society *"Albatross"* brings out annual zoological magazine *'FLIGHT'.*

    d. Intercollege debate on robotics was held on 25th Feb. as part of the annual Science Festival *"Scintillations".*

    e. Debate & poster presentation was organized by our department, 2014.

    f. Education trip was organized by our department to Jaisalmer, 2014.

    g. Trip to **Yamuna Biodiversity park** to create awareness on ecological conservation, 2014.

    h. NSS students of Zoology department are actively involved in various social services.

    i. **"Science Setu"** program in collaboration with National Institute of Immunology, New Delhi

    j. Extra Courses beyond the curriculum: Add-on courses arranged periodically

    i. Introduction to Biotechnology and Bioinformatics 2007-2010, Dr. Neelam Sachdeva.

    ii. Biomedical Sciences, 2010-2011, Dr. Neelam Sachdeva.

    iii. Environmental Conservation, 2009-2011, Dr. Aruna Mohan.

33. **Teaching methods adopted to improve students learning**

    a. Efficient use of ICT facility in regular classes

    b. Assignments, interactive student presentation and project work

    c. Group discussion

    d. Educational trips

34. **Participation in Institutional Social Responsibility (ISR) and extension activities**

    a. Zoology students participate in NCC & NSS and Yoga Programs.

b. Staff and students of Zoology Department actively participate in 'Swach Bharat Abhiyan'.

c. Our students have worked with **WWF (World Wildlife Fund),** India and participated in "**Save Tiger**" signature campaign

d. Lectures were arranged on "**Conservation of Tigers**". The green Oscar winning movie by Mike Pandey, a renowned wildlife filmmaker and conservationist "**The Shores of Silence-Whale Sharks in India"** was also screened.

e. **Eco-club** - For number of years Zoology department had been part of this club and creating awareness related to environment, by

  i. Organizing lectures.

 ii. Establishing rain water harvesting unit in college campus (Dr. Aruna Mohan made efforts for putting up of this unit).

iii. Recycling of solid waste for conservation of energy.

iv. Imparting knowledge in separation of biodegradable and non-biodegradable wastes of college.

v. Developing green methodology.

vi. The department also organizes lectures from time to time on topics of social relevance like, Thalassemia, breast cancer, cervical cancer and vaccines etc., to develop understanding and to create alertness among students so that the message reaches to large number of people.

35.   **SWOC analysis of the department and future plans:**

Strength

- Well-qualified, dedicated teachers.
- Active involvement in research projects by the faculty and students.
- Well-equipped labs and support from lab staffs.

Weakness

- Limited placement in industries.

Opportunities

- Involving students in various research projects under mentorship by faculty members providing experience of using techniques to understand biological system and processes.

Challenges

- Curiosity of large number of students to be a part of research work, limited opportunity.
- Making students employable after graduation.

Future plans

- Organizing interactive sessions for students with eminent scientists to infuse and create interest in students to opt for science and research for their higher studies.
- To organize more workshops and seminars where to give students a hands on experience in many techniques not included in the curriculum.
- To promote students participation in internships in various other universities and research laboratories where they will get exposed to upcoming fields of biology.

Evaluative Report

1.&2. **Department of Business Economics** established in the academic year 2007.

3. **Name of Programmes / Courses offered:** Undergraduate Honours programme in Business Economics (self-financing).

4. **Name of inter- disciplinary courses and the departments/ units involved:** Other departments involved are Commerce, Economics, Maths and English.

5. **Annual/ Semester / Choice Based Credit system (programme wise):** Semester system

6. **Participation of the department in the courses offered by other Departments:** Refer item 4.

7. **Courses in collaboration with other Universities, Industries, Foreign Universities:** Nil

8. **Details of course/ programmes discontinued (if any) with reasons:**
For a period of 3 years, the BBE course will have only 4 semesters running due to discontinuation of BBE Batch (2013-16) in the year 2013 (the FYUP year).

9. **Number of Teaching Posts**

Teaching Posts	Sanctioned	Filled
Professors	-	-
Associate and Assistant Professors	2	2

10. **Faculty profile with name qualifications, designation, specialisation.**

Name	Qualification	Designation	Specialisation	No. of Years of Experience
Ms. Jyotika	M.Com, LLB; Pursuing Ph.D. DU	Assistant Professor (Ad hoc)	Laws, Business Mathematics, Finance, Human Resources	04
Ms. Shelly Gupta	M.A. (Eco.); GIPE, Pune	Assistant Professor (Ad hoc)	Macro Economics	01
Ms. Achint Arora	M.B.A. Finance Manchester University	Assistant Professor (Ad hoc)	Accounting, Marketing, Legal aspects of Business	04

Name	Qualification	Designation	Specialisation	No. of Years of Experience
Kulbeer Kaur	M.Com DU	Assistant Professor (Ad hoc)	Accounting, Finance, International Finance	1
Ritika Seth	M.Com DU	Assistant Professor (Ad hoc)	Accounting, Legal aspects of Business, Financial Management	3 months
Chitranga da Singh	MBA, GGSIPU	Assistant Professor (Ad hoc)	International Business, Financial markets and institutions	3 months
Shilpy Malhotra	M.Com, DU	Assistant Professor (Ad hoc)	Organisational Behaviour, Marketing, Enterpreneurship	6 months

11. **List of Senior Visiting Faculty:**   Nil

12. **Percentage of Lectures delivered and Practical classes handled (programme wise) by temporary faculty:**   90%

13. **Student teacher Ratio (Programme wise):**   12:1 As per UGC norms

14. **Number of Academic support Staff (Technical) and administrative staff; sanctioned and filled:**   College Administrative and Accounts staff is helping the department.

15. **Qualification of teaching faculty with DSc/ D.Litt./ Ph.D./ Mphil/ PG:**

Highest Qualification	Number of Faculty
Ph. D.	Nil
M.Phil.	Nil
PG	2 (Adhoc)

16. **Number of Faculty with ongoing Projects from National and International Funding Agencies and Grants received**   Nil

17. **Department Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and the total grants received:**   Nil

18. **Research centre/ facility recognised by the University:**   N/A

19. **Publications**
    - Publication per Faculty: 5.5
    - Number of Papers published in peer reviewed journals (National / International) by the Faculty and Students: By the Faculty: 11 (this number includes only two Ad-hoc faculty members recruited in BE).

20. **Area of Consultancy and Income generated:**   Nil

21. **Faculty as members in:**

Faculty	National Committee
Ms. Jyotika	Member of DU curriculum Committee for CBCS for Marketing and Advertising and Branding Paper
Ms. Shelly Gupta	Member of DU curriculum Committee for CBCS for restricting subjects for BBE.

      (b) International Committees: Nil

      (c) Editorial Boards: Nil

22. **Students Projects**
    a. Approximately 100% of students who have done in-house projects.(As a part of BBE course structure, all students write a project in the final year and 4 students also worked on Pathfinder projects)
    b. Approximately 80% of students undertook internship projects in other institutes, i.e. corporate firms, government organisations etc.

23. **Awards/ Recognition received by Faculty and Students:** Gargi College has won the Best College Award in inter-college annual BBE Fest "Runbhoomi" consecutively for two years 2012 and 2013 with several students winning prizes.

24. **List of eminent academicians and scientists/visitors to the department.**

Year	Speaker	Designation
2012-13	Mr. Sumit Chaudhary	Chairman and Managing Director, Third Millennium Business Resource Associates Private Limited
2013-14	Prof. Mithileshwar Jha	Professor of Marketing, IIM Bangalore

Year	Speaker	Designation
2013-14	Mr. Amitabh Kant	CEO and MD of Delhi Mumbai Industrial Corridor Development Corporation
2013-14	Ms. Shereen Bhan	Managing Editor, CNBC-TV18
2013-14	Mr. Rahul Gandhi	Regional Manager North, ITC LTD
2013-14	Mr. Chander Shekhar	Chief Designer, SHADE
2013-14	Prof. J.P. Sharma	Professor of Law & Corporate Governance in the Dept. of Commerce, Currently HOD and Dean Faculty of Commerce & Business at the Delhi School of Economics, University of Delhi

25. **Seminars/Conferences/Workshops organized & the source of funding-**
    a) **International –** Nil
    b) **National –** BBE department works in partnership with the Commerce department of the college in organising seminars /workshops /conferences for the students. For details, please refer to the Commerce report.
    c) **Source of funding:** The Source of funding is College.

26. **Student profile programme/ course wise:**
    Refer Criterion 2, item 2.1.6 and 2.6.2. *(Admission is based on entrance test held by the University Department of Business Economics)

27. **Diversity of Students**

B.A.(Hons.) in Business Economics	Same State	Other States*	Abroad
2010-13	83.34	16.66	0
2011-14	92.85	7.15	0
2012-15	87.18	12.82	0
2013-14	No admissions in BBE due to FYUP		

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services etc.?**
    5 students have cleared NET, 2 out of them also have JRF. 4 students cleared CAT, 1 out of them pursued MBA from IIM-Indore and rest of them pursued MBA (Business Economics) from DU. Since BBE is a professional course students generally join corporate sector.

29. Student Progression (approximations)

Student progression	Against % enrolled
UG to PG	50%
PG to M.Phil.	3-4 Students from each batch get enrolled in M.Phil.
PG to Ph.D.	2-3 students from each batch get enrolled in Ph.D.
Ph.D. to Post-Doctoral	
Employed	~85%
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) **Library:** There are 69 books of Business Economics in the College library besides the books of commerce, economics and mathematics.
- b) **Internet facilities for Staff & Students:**   Computer labs & Wireless fidelity available.
- c) **Class rooms with ICT facility:** Projectors in many class rooms.
- d) **Laboratories:**   Computer labs

31. Number of students receiving financial assistance from college, university, government or other agencies:

College Student Welfare Fund	
2010-11	2

32. Details on Student enrichment programmes (special lectures/ workshops/ seminar) with external expert:

BBE department works in partnership with the Commerce department of the college in organising seminars/workshops/conferences for the students.   However, the department organised the following programmes exclusively for BBE students:

- **Mr. Abhishek Kumar** (Assistant professor, University of Delhi), conducted a workshop on **"Statistical Packages for Social Sciences"** in 2014.
- An industrial trip to Jaipur Saras Milk Plant was organised in 2014.
- A visit to Consumer Court INA was also organised in 2012.

For other workshops/ seminars, please refer to the Commerce report.

33. **Teaching methods adopted to improve student learning**
    - Traditional Class room teaching combined with the use of latest technology like use of projector, Wi-Fi in the class enriches the experience of learning in class.
    - Remedial classes and tutorial sessions are arranged for students.
    - Use of group discussions, presentations by students and participative lecture method is used to build confidence, team spirit, leadership qualities.
    - Regular tests, assignments and projects are taken from students to enhance their writing skills.
    - Interactive sessions between the faculty and students are arranged periodically.
    - Discussion of previous year question papers and other question bank to facilitate preparation for examination.
    - Encouraging the student's participation in extra-curricular activities, competitions, sports, path-finder projects, etc.
    - Field visits and Industrial trips support the class room study.
    - Further the faculty enhances the experience of students in class by attending Conferences, Seminars, Workshops, Orientation, Special Lectures, Self-study etc.

34. **Participation in Institutional Social Responsibility (ISR) and**
    Extension activities: The Alumni of BBE Department founded the Marketing society in 2013 which focused on developing & creating a 360 degree exposure in the field of marketing management through AD Week, Case Study Sessions and Marketology. Students are also actively involved in Enactus Gargi and Reuse paper club, which have orientations towards social responsibility.

35. **SWOC (Strength, Weakness, Opportunities, Challenges) analysis of the department and Future plans**
    Strengths
    - Since the course requires study of papers from disciplines like Commerce, Economics, Mathematics, it ensures wide know how for the students to be placed in different fields such as research profiles, economic analysis, white collar professionals, academics etc.
    - The blend of various disciplines and professional nature of the course provides an edge to the students in competitive situations.
    - The faculty and students work towards holistic development and personality building through participation in diverse activities which include extra-curricular as well as social service (working in NGO's, etc.)

- Since it is a small Department the students and faculty members work hand in hand for advancing practical exposure through field visits, internships and industrial visits which enhance the learning process.
- A friendly work atmosphere in the department facilitates healthy interaction between the students and faculty members.

Weaknesses
- Self- financing nature of the course constrains the expansion plan of the department in terms of strength of students, infrastructure facilities, skill enhancement workshops.
- Less number of industrial visits restricts the practical learning.

Opportunities
- The department has the opportunity to develop more and more students-industry linkages.
- Add-on-courses to be developed particularly in professional skills development like Business research methods, SPSS, STATA, etc.

Challenges
- To make weaker students (having low aptitude in language and quantitative skills) at par with the rest of the students.
- The self-financing nature of the course has restrained hiring of permanent faculty in the department.
- Attracting more and more companies to hire our students in campus placements.

Future Plans
- A large databank of Alumni can be developed for various purposes like Alumni- student- faculty interaction, student mentoring, student development programs, corporate relations etc.
- Additions of specific add on courses like research methods, SPSS, etc., which enrich the skill base of the students.
- Increase in industrial visits to enhance the understanding of industrial work environment and to provide an insight into industrial working systems.
- The Department of Business Economics has initiated the process of regularising the course so as to enable the availability of UGC funds to colleges for running the course. It might facilitate hiring of permanent faculty for the course.

Evaluative Report

1. & 2. Department of Economics established in the year 1967.

3.   Names of   Programmes / Courses offered
- Bachelors in Economics with Honours under erstwhile FYUP.
- B.A. Programme

4.   Names of Interdisciplinary courses and the departments/units involved

Economics as a subject in B.A. Programme; Business Economics; Allied Course (DC-II); B.Com. Programme

5.   Annual/ semester/choice based credit system (programme wise) - Semester system

6.   Participation of the department in the courses offered by other departments -

Refer Item 4.

7.   Courses in collaboration with other universities, industries, foreign institutions, etc. - Nil

8.   Details of courses/programmes discontinued (if any) with reasons

Bachelors in Economics with Honours discontinued from 2014 July session due to FYUP roll back.

9.   Number of Teaching posts

Teaching posts	Sanctioned	Filled
Professors		-
Associate Professors	6	-
Asst. Professors		6

10.   Faculty profile with name, qualification, designation, specialization.

Name	Qualification	Designation	Specialization	No. of Years of Exp.
Mrs. Swaran Narang (Retired)	M.A. (DU)	Associate Professor	Microeconomics, Indian Economy, Macroeconomics	45
Mrs. Atreyi Majumdar (Retired)	M.A. (DU)	Associate Professor	Macroeconomics, Microeconomics, Indian Economic Development, Urbanisation and Migration	45
Nidhi Tewathia	M.Phil IGNOU	Assistant Professor (Ad-hoc)	Microeconomics, Indian Economy, Macroeconomics	4.6 years

Name	Qualification	Designation	Specialization	No. of Years of Exp.
Dr. Nausheen Nizami	Ph.D IGNOU	Assistant Professor (Ad-hoc)	Labour economics, Human Development, Econometrics	3.9 years
Dr. Jyoti Mavi	Ph.D CCSU. Meerut	Assistant Professor (Ad-hoc)	International Trade, Indian economy	2.1 years
Tanjot Singh	M.A. Panjab Univ.	Assistant Professor (Ad-hoc)	Indian Economy, Micro-economics, International Trade	2 years
Ganesh Manjhi	M.Phil JNU	Assistant Professor (Ad-hoc)	Macroeconomics, International Finance, Econometrics, Forecasting and Political economy	3.5 years
Siddharth Rathore	M.A. DSE, DU	Assistant Professor (Ad-hoc)	Indian Economy, International Trade, Quantitative methods for Economics	1 year

11. **List of senior visiting faculty**   N.A.

12. **Percentage of lectures delivered and practical classes handled programme wise) by temporary faculty**   100%

13. **Student -Teacher Ratio (programme wise)**
   - Economics Hons: 12:1
   - B.A. P.:   20:1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled** College Administration staff, Library staff and Computer lab staff supports the department in all activities

15. **Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.**

Ph.D	M.Phil	M.A.
2	2	2

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received**   None

17. **Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received**   None

18. **Research Centre /facility recognized by the University**   N.A.

19. **Publications**

No. of publications listed in international database	24
No. of research papers	18
Chapters in Books	5
Books with ISSN/ISBN Nos.	4
Impact Factor (Ms. Nidhi Tewathia)	1.78
Impact Factor (Mr.Siddharth Rathore)	5.09*
Impact Factor (Ms.Tanjot Singh)	2.8
Impact Factor (Mr.Ganesh Manjhi)	1.38

* denotes IC Value.

20. **Areas of consultancy and income generated**   None

21. **Faculty as members in a)** National committees   None

  b) International Committees   None

  c) Editorial Boards   None

22. **Student projects**

  a) **Percentage of students who have done in-house projects including inter departmental/programme**   13.8

  b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies**
  None

23. **Awards / Recognitions received by faculty and students**   Nil

24. **List of eminent academicians and scientists / visitors to the department**

Year	Academician	Event
2011-12	Mr. Saugato Sen, IGNOU	Global Recession and Indian economy
2012-13	Dr. Dolly Menon	Millennium Development Goals: India's Experience
2013-14	Prof. Kaustuva Barik, IGNOU	Green-o-nomics

25. **Seminars/ Conferences/Workshops organized & the source of funding**
  Nil

26. **Student profile programme/course wise**
  Refer Criterion 2, item 2.1.6 and 2.6.2.

27. **Diversity of Students**

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Bachelors in Economics with Honours (2013-14)	44.88	41.73	0.39

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?** None as of now.

29. **Student progression** None as of now.

30. **Details of Infrastructural facilities**
    a) The college **Library** has 1495 unique titles of Economics.
       ▪ 3000 books available on economics.
       ▪ Journals and Economic surveys are available for reference.
    b) **Internet facilities for Staff & Students** Yes
    c) **Class rooms with ICT facility** Yes
    d) **Laboratories** Computer Laboratories

31. **Number of students receiving financial assistance from college, university, Government or other agencies**

College Student Welfare Fund	
2013-14	1

32. **Details on student enrichment programmes (special lectures / workshops / seminar) with external experts**
    a) Seminar on Green-o-nomics held in March 2014.
    b) Seminar on 'Union Budget' held in March 2013.
    c) Seminar on 'Millennium Development Goals: India's experience' held on 5th November 2012,
    d) Seminar on 'Global Recession and Indian economy' held on 20th October 2011.

33. **Teaching methods adopted to improve student learning**
    a) Use of PowerPoint presentations
    b) Interactive teaching and discussion
    c) Class assignments, tests, projects, presentations and viva
    d) Providing guidance to write term-papers as a group.
    e) Assignment based on daily-life observations related to Economics.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Name of Society/Activity	Percentage of Economics students
Enactus	11
Marketing society	2
NSS	52

35. SWOC analysis of the department and Future plans

Strength

- Highly qualified young faculty (2 Doctors and 4 pursuing Ph.D.).
- Consistently high student pass percentage.
- Diversified specialization areas of faculty.
- Encouraging atmosphere for research and publications.
- Economics Association for students.
- Provision of Departmental noticeboard for students.
- Departmental magazine 'Ecobuzz' that provides a platform for creative expression of student's ideas.

Weakness

- No collaboration with the industries which can benefit faculty development and student enrichment
- Teacher-mentored student projects are still limited owing to huge batch size and tight academic schedule

Opportunities

- Re-introduction of Economics Honours course after necessary sanctions.
- Students presenting their research work undertaken as part of Pathfinder competition and even internal assessment in seminars and conferences

Challenges

- To collaborate with Industries or Research Institutes for student enrichment
- Improve the position of College Department in the University
- To Teach a highly diverse and heterogeneous class of students

Future Plans

- Restart Bachelors in Economics with Honors at the earliest
- Organize seminars/talks by persons of eminence for skill up-gradation and knowledge expansion by collaborating with industries and institutes of higher education and research.
- More emphasis on the teaching methods being employed by Economics teachers.
- All the teachers can mentor a particular group size.

Evaluative Report

1.&2. **Department of Elementary Education** established in the year 1997.

3.   **Names of Programmes / Courses offered**

B.El.Ed. is a four year Integrated professional degree programme in Elementary Education, offered after the senior secondary stage of school.

4.   **Names of Interdisciplinary courses and the departments/units involved.**

- It is an Interdisciplinary programme that offers several compulsory Theory courses as Foundation, Core and Pedagogy Papers; Liberal/ Optional Theory Courses along with various Practicum Courses like Performing and fine arts (Theatre), Crafts, Physical Education, Self-Development workshops, School contact programme, and other academic enhancement activities. T
- The Liberal / Optional Papers of English, Hindi, Mathematics, Political Science, Biology, Physics and Chemistry are taught by the faculty from the respective departments to our students in the II and III year.
- Physical Education practicum is conducted by Department of Physical education, Gargi College which organizes expert resource persons in the fields of yoga, aerobics, chess, cricket, volleyball, etc.

5.   **Annual/ semester/choice based credit system (programme wise)**

The B.El.Ed. Programme is based on Annual Mode of Examination.

6.   **Participation of the department in the courses offered by other departments.**

Refer Item 4.

7.   **Courses in collaboration with other universities, industries, foreign institutions, etc.**

- Our department has collaborated and organized several workshops in collaboration with the Regional English Language Office, the American Embassy, New Delhi in the field of English language teaching and learning
- Our Department also organized a semester-long English Proficiency course in collaboration with the Institute of Life Long learning, University of Delhi, Delhi for 1st year and 2nd year students.

8.   **Details of courses/programmes discontinued (if any) with reasons** N.A.

9.   **Number of Teaching posts**

Teaching posts	Sanctioned	Filled
Professors		-
Associate Professors	11	01
Assistant Professors		10

10.   **Faculty profile with name, qualification, designation, specialization.**

Name	Designation	Qualification	Specialization	Experience
Dr Chhaya Sawhney	Assistant Professor	Ph.D (Sociolinguistics) (DU)	Linguistics	18 years
Dr.Monica Gupta	Assistant Professor	M.Sc Child Development MS University Vadodra & Ph.D. Psychology (DU)	Psychology	19.5 years
Dr.Jyoti Raina	Associate Professor (DU)	M.A. Economics & Ph.D. Education	Education	17 Years
Ms.Prachi Kalra	Assistant Professor (DU)	MA English M.Ed M.Phil & (Ph D) Education	Language Education	13Years
Ms. Modem Sailaja	Assistant Professor	M.A.History (A.P.) & M.Ed (DU)	Social Science Education	13years
Ms. Suman Lata	Assistant Professor	M.A. (Pol.Sc. & English) P.U. M.Phil Pol Sc & M.Ed (DU)	Education	14Years
Ms. Aparna Joshi	Assistant Professor	M.Sc (Chemistry), M.Ed ,& M.Phil (Education) (DU)	Science Education	12 years

Name	Designation	Qualification	Specialization	Experience
Ms. Anuradha Wadhera	Assistant Professor	M.Phil Human Development M.Sc Child Development MS University Vadodra P G Diploma Play Therapy London B.Ed (P.U.)	Child Development	15 years
Ms. Sunanda Saini	Assistant Professor	M.Sc Maths M.Phil & (PhD) Education	Maths Education	9 Years
Ms. Vanita Chopra	Assistant Professor	M.A English M.Ed, M.Phil & (Ph D) Education (Submitted) GGSIP	Language Education	9 years
Ms. Shailly	Assistant Professor	M.A. Sociology, P.G Diploma (Women & Gender Studies), M.Phil Education	Sociology	9 Years

11.   List of senior visiting faculty

Senior resource persons	Practicum Courses
Mr. Sukhesh Arora (Yellow Cats Organisation)	Performing and Fine Arts
Ms. Jaya Iyer (Independent activist)	Freelance theatre and Self-Development expert
Ms. Amrita Laljee	Freelance theatre expert
Ms. Anuradha(Gnostic Centre)	Workshops
Mr. Sougata Guha	Crafts

12.   Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty - Temporary/ Ad-hoc faculty members take around 40% of the lectures and practical classes

13.   Student -Teacher Ratio (programme wise)   -   14:1

14.   Number of academic support staff (technical) and administrative staff; sanctioned and filled - One support staff available besides the college administrative staff.

15.   Qualifications of teaching faculty.

Faculty	Ph.D.	M.Phil.	P.G.
Permanent	3	3	1
Temporary	-	1	-
Ad-hoc	1	2	-

16.   Number of faculty with ongoing projects from a) National b) International funding agencies and grants received. - Nil

17.   Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received.

Dr. Chhaya Sawhney – Rs.10 Lakh project funded by University of Delhi, 2012-13.

18.   Research Centre /facility recognized by the University

- is equipped with a Curriculum cum Resource Laboratory for conducting hands-on experience activities and practicum on material development. It also contains science and mathematics related kits, OHP, notice boards, white boards, computers, audio and video cassettes and CDs, audio visual equipment, etc.

- The laboratory also serves as a departmental library where students have access to books, curriculum material, children's literature, text books, reports and documents. It has sufficient space for conducting student meetings, classes, group discussions, reading, parallel one-to- one lesson planning, reflection and project discussion sessions with students and workshops with small groups.

- Planning, reflection and project discussion sessions with students and workshops with small groups.

19. **Publications**

Publications per faculty	6.36
Number of research papers	35
Books edited	06
Monographs	4
Chapters in Books	17
Books with ISSN/ISBN Nos.	08

20. **Areas of consultancy and income generated**   Nil

21. **Faculty as members in:**

National committees	Editorial Boards
Dr. Monica Gupta General Secretary of Comparative Educational Society of India (CESI)	**Dr. Vanita Chopra** Invited as a member of Editorial Board for the 'Modern Trends and Resources for Foreign Language Teachers Journal' by American Council.
Dr. Jyoti Raina Member of NCTE committee on Curriculum restructuring	**Dr. Vanita Chopra** On the Editorial Board of 'The Global Research Journal' which is an electronic International peer reviewed journal

22. **Student projects**
- **Percentage of students who have done in-house projects including inter departmental / programme.**
  All 4th yr students (25+25+25+36) and Pathfinder (2+3). As a part of B.El.Ed Curriculum, all the students in the fourth year of B.El.Ed conduct Research-based Projects under the guidance of the departmental faculty. The total marks allotted for the projects are 100 marks.
- **Percentage of students placed for projects in organizations outside the institution i.e .in Research laboratories/Industry/ other agencies**. - DU Innovative Project 2013-14 – 2 students.

23. a) **Awards / Recognitions received by faculty**
  Vanita Chopra is a Member of Alumni State Department, USA
  funded project entitled "Acting- Out for Youth Social Change".
- Selected in an International Professional Development Exchange Program in the U.S Department of State's English Access Micro-scholarship Program for two weeks from 24th of March till 7th of April 2014.

b) **Awards / Recognitions received by students - University level position.**

Name	University Position
Monica (2013) Part II	1st in D.U.

24. **List of eminent academicians and scientists / visitors to the department** are as follows:

Visitor	Year
Ms. Mrinal Pande, eminent journalist and chairperson , Prasar Bharati	2012
Prof Shyam Menon, Vice Chancellor, Ambedkar University, Delhi.	2012
Prof Krishna Kumar, Professor, Faculty of Education, earlier Head, NCERT	2012
Prof Bharti Baweja, Professor, Faculty of Education	2012
Ms. Narayani Ghosh, Senior editor (The Speaking Tree), the Times of India.	2012
Prof. Poonam Batra, CIE, University of Delhi.	2012 and 2014
Ms. Ameeta Mulla Wattal, Principal, Springdales School	2012
Ms. Lata Vaidyanathan, Principal, Modern School	2012
Ms. Anuradha, Gnostic Centre, New Delhi	2012
Ms. Ishani, Pravah, NGO, New Delhi	2012
Ms. Jaya Iyer, Independent Activist	2012
Ms. Pearl Drego, TACET	2012
Dr. Shanti Auluck, Director Muskan, NGO	2012
Mr. Shekhar , Principal, Gyan Bharati School,	2012
Mr. Sunil Batra, Director, Shikshanatar School	2012
Mr. Mahesh Prasad, Principal, Heritage School	2012
Dr. Disha Nawani, Associate Professor, TISS	2013
Shri Anupam Mishra, Gandhian, author, journalist, environmentalist, and water conservationist	2013
Prof. Prateek Sharma, Professor and Dean, Faculty of Applied Sciences, TERI University	2013
Mr. Sukhesh Arora, Founder,Yellow Cats Organsiation	2014
Ms. Amrita Laljee, freelance theatre expert	2014
Paro Anand, Author of more than nineteen books, performance storyteller and runs a programme, Literature in Action.	2014

25. **Seminars/ Conferences/Workshops organized & the source of funding**

Seminar

- Department organized seminar on "Education for Personal Growth: Psychological Dimensions" on 17th September 2012 funded by the college.
- The B.El.Ed Association 'ASMI' organized its annual department festival "EDUFEST 2014" on 21st March 2014. The theme of the festival was "Theatre in education", funded by the college.

International Conferences

- *Sushama Deshpande* performed **Haan, Main Savitribai Phule** a powerful solo play, written, directed and performed by her.

26. **Student profile programme/course wise**

Refer Criterion 2,; item 2.1.6 and 2.6.2

27. **Diversity of Students**

Bachelors Elementary Education	% of students from the same state	% of students from other States	% of students from abroad
2010-11	100	0	0
2011-12	97.44	2.56	0
2012-13	97.36	2.64	0
2013-14	94.6	5.4	0

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?**

A majority of the students from our department have cleared national and state competitive examinations such as National Eligibility Test (NET) and Combined Teacher Eligibility Test (CTET) over the years. The pass percentage of our students qualifying CTET is 100%.

29. **Student progression** (approximations)

Student progression	Against % enrolled
UG to PG	38%
Employed	
• Campus selection	20% every year
• Other than campus recruitment	56%

30. **Details of infrastructural facilities**

a) **Library-** A Curriculum–cum-Resource Laboratory for conducting hands on experience activities and practicum on material development also serves as a **department library** where students have access to over **2500 books, curriculum material, children's literature, text books, reports and documents.** Each B.El.Ed class room is equipped with an almirah which

stocks readings, articles, books, other resources such as kits and CDs suitable for their respective course needs. There are **80 books on Elementary Education in the college library besides the collection in the department.**

b) **Internet facilities for Staff & Students -** The College has Wi-fi facility available in the whole campus for the faculty and students. Our college has dedicated computer labs for students as well as faculty.

c) **Class rooms with ICT facility -** Every B.El.Ed classroom has a projector facility which is used by students and faculty to make PPT presentations or show movies, educational videos, etc.

d) **Laboratory** The curriculum cum resource laboratory has sufficient space for conducting student meetings, workshops, classes, group discussions, reading, parallel one-to- one lesson planning, reflection and project discussion sessions with students and workshops with small groups. It also contains science and mathematics related kits, notice boards, white boards, computers, audio and video cassettes and CDs, audio visual equipment, etc.

31. **Number of students receiving financial assistance from college, university, government or other agencies**

College Student Welfare Fund	
2010-2011	2
2011-2012	2
2012-2013	4
2013-14	1

32. **Details on student enrichment programmes (special lectures / workshops / seminar) with external experts.** Refer item 11.

33. **Teaching methods adopted to improve student learning**

- We use both formative and summative forms of assessment which includes interactive discussions, project work, group work, student presentations, debates, role plays in classroom, community visits, interactive theatre, storytelling, special workshops on learning children's games and sense training activities, self-development workshops, film and book reviews , analysis of newspaper articles and advertisements, non-text book approach – analysis of original and diverse readings.

- Extensive use of appropriate internet resources including online programmes for math and language, interactive social media sites, educational sites, use of power point presentations and mobile applications like *whatsapp* (App.) to create specialized groups for creative learning.

- Field visits to understand children's lives in slums, marginalized communities like transgender and street children, heritage walks in historical sites,

museums, and communities of special interest, extensive observations of original story narrations, creating innovative story boards , creating scientific toys with locally available materials, intensive observation of children's play in natural settings.

- A visit to an innovative school outside Delhi to learn how to enrich and innovate alternate school practices, project work for each theory paper that helps students to become much more sensitive and self-reflective.

- Action research project in schools (2 for each student) aimed at improving the understanding of subject pedagogies and improving the psychological and social climate of the classroom, inviting resource persons from everyday life-vegetable vendors, *halwai*, street vendors etc. to classroom to share knowledge and appreciate the dignity of labour as special projects.

- Extensive profiling of all children in classroom by student teachers to create a special relationship with each child and facilitate individualized pedagogic plan for each child, invite resource persons on a regular basis for classroom interaction, workshops and panel discussions and link of theory with school practice through continuous school visits in all the four years.

34. **Participation in Institutional Social Responsibility (ISR) and Extension activities**
The Department participates and collaborates with at least 10 Government Schools for School Internship of B.El.Ed. (IV year) students, School Contact Programme (I year) students and Block Teaching Component (III year students).

- During School internship of B.El.Ed. students, we expose in-service Government School teachers to innovative methods through classroom teaching and co-curricular activities, such as Theatre, Crafts and Physical Education.

- A Resource Room, which contains teaching-learning resources for Primary and Middle School levels, along with Children's Literature Corners to encourage reading habits in children, is developed in each of the Government school by our students for the school teachers.

- The students also undertake School Projects to help in dealing with some issues in the schools such as Violence and Physical Abuse, Corporal Punishment, Health Camps and so on.

- There is a focus in our department that students should be able to translate their learnings into creating social and educational awareness in society.

- In this context, the first year students this year prepared a special play on Right to education with specific emphasis on inclusion of children from economically weaker sections in schools. This play was performed in Dilli Haat and there was an excellent response to this play. These kinds of activities

- create awareness in society about educational issues that are most pertinent to us today.
- Two add-on courses were organized by the department on 'Education for peace-building' and 'Special Education' to create special skills in students for conflict resolution and harmony as well as creating a deeper consciousness and skills for children with special needs.
- Sensitization programmes are held regularly by the department over and above the curriculum requirements to widen their perspectives. We have also held workshops on challenging gender stereotypes through innovative methods of theatre and movement therapy. These kinds of activities help students to challenge stereotypes and prejudices and become sensitive teachers.
- The sensitization provided to B.El.Ed students through various workshops and projects often translates into individual initiative taken by them to contribute to society at large. For instance, one of the students of the department is actively engaged in training differently abled students of Delhi University in theatre. The group 'Samarth' has performed in many colleges of University of Delhi including Gargi College. Similarly, one of our students has prepared a book in 2014, through her own initiative on the challenges faced by differently abled people, which is now ready for launch.
- Workshops have been organized by the faculty of B.El.Ed department for training primary school teachers from the internship schools orienting them to curriculum materials like new text books by NCERT in the area of mathematics and social science and how to use them effectively.
- Ten Students and three faculty members from B.El.Ed. were involved in an innovative project (2013-2015) titled 'To deepen understanding of practices in ecological living: A multi-disciplinary approach'. As a part of this project the students created an organic pesticide pit in college, did electricity and water audit of the college and developed two schools into 'green schools' by working on waste management programmes, greening the school including bottle gardens, encouraging students to re-use materials in classrooms and working consistently on reducing their carbon footprint. The students also created a resource book titled-'Green Activities for Primary school teachers: A Resource book' along with an educational DVD titled 'Listening to the Planet'. As an extension activity, a workshop was held with Environmental Science teachers from eight government schools and Kendriya Vidyalayas where the students conducted the 'green activities' disseminated materials, and oriented them to the materials prepared by them in terms of their pedagogical implications.
- A group of three B.El.Ed students won the pathfinder award for the project titled: 'Vision for an inclusive society: A micro-socio-economic survey of educational aspirations of urban poor.' for the year 2013-2014.

35. SWOC analysis of the department and Future plans.

Strengths

- Qualified faculty from diverse disciplines committed to teaching and student welfare
- The interdisciplinary nature of the department.
- Well stocked department library.
- Regular interface with experts &practitioners in the field.
- An open individualized student – teacher relationship characterized by warmth, trust & approachability.
- Continuous field experience to make learning meaningful for students.
- Innovative, flexible and student- centered teaching methods.
- Sensitivity towards diversity among students.
- Collaboration with different types of schools-Government./ private /alternative.
- Placement opportunities for employment and for exploring career paths
- Enthusiastic and dedicated students committed to their own growth and learning

Weaknesses

- Less collaboration with different types of schools.
- Outreach using action based research.
- Using technology to interface with innovative teacher training programmes in India and abroad to enrich the teaching learning experience.
- Student exchange programmes with universities and NGOs' working in the area of alternate schooling.

Challenges

- Difficulty in liasoning with various government departments every year to get permission for all mandatory school contact programmes.
- To maintain individual mentoring despite increased student intake since nature of B.El.Ed curriculum requires intense one to one engagement with each students.
- To work towards creating a change at the level of educational policy in order that students from an innovative programme like B.El.Ed get remuneration commensurate with their qualifications.
- To bring about increased awareness at various levels of school administration in order to facilitate a positive internship experience of the students.
- Lack of sufficient material in Hindi despite concerted efforts by faculty

Opportunities

- Curriculum offers opportunities for enriching creative skills through workshops from professionals like theatre practitioners, story tellers, puppeteers, etc.
- Gaining in confidence through networking with students of other colleges which offer B EL ED programme.

Future plans

- To strengthen the resource room library with materials in Hindi.
- To enhance communication skills in English language of students.
- To collaborate more effectively with NGO's and Government officials.
- To organize more workshops in different subject areas including Material development and storytelling.
- To build a strong alumni network.

<u>**Evaluative Report**</u>

1.&2. **Department of English** established in 1967.

3. **Programmes / Courses Offered**

- BA (Honours) in English instituted in 1978.
- MA in English (Tutorials) instituted in 1980.
- Concurrent English for all other courses

4. **Names of Interdisciplinary Courses and Departments Involved**

- BA Programme
- Inter Disciplinary Credit Course
- Allied Courses in English for erstwhile FYUP
- Technical Writing & Communication in English for BSc Courses
- English for Students of Commerce – for B.Com
- Business Communication – for B.Com (Honours)
- Liberal Option English – for B.El. Ed

5. **Annual / Semester / Choice Based Credit System (Programme Wise)**

Courses mentioned above were provided under Semester Mode from 2010-11.

6. **Participation of the Department in Courses Offered by other Departments**

Refer item 4.

7. No courses in collaboration with other universities/industries/foreign institutions, etc. at present.

8. **Details of Programmes / Courses Discontinued**

All annual courses except B.El.Ed. discontinued 2011 onwards as per University directives. All FYUP courses discontinued in 2014 and replaced with restructured three year program for students admitted in the academic year 2013-14.

9. **Number of Teaching Posts**

Posts	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	17	4
Assistant Professors		13

10. **Faculty Profile**

Name	Designation	Qualification	Experience	Specialisation & Interests
Geeta Seshamani	Associate Professor	M.A., DU	42 Years	Romanticism, Feminism
Vidya Das Arora	Associate Professor	M.Phil, DU	35 Years	Modern Drama, Renaissance, Jacobean Drama

Name	Designation	Qualification	Experience	Specialisation & Interests
Dr. Radha Chakravarty	Associate Professor	Ph.D., DU	28 Years	Gender, Modern Literature, Tagore, Post- colonialism, Contemporary women writers, South Asian literature, New literatures in English
Dr. Anjana Neira Dev	Associate Professor	Ph.D. IIT, Delhi	24 Years	Indian English Poetry, English for Special Purposes
Pragya Gupta	Assistant Professor	M.Phil. DU	12 Years	Post-colonial Literature
Mudita Mohile	Assistant Professor	M.Phil. Ph.D. (pursuing), DU	13 Years	Women's studies, Gender Studies, Pre-modern Indian Literature, Colonial Modernity in Western India
Shatarupa Sinha	Assistant Professor	Ph.D. (pursuing) JMI	10 Years	Comparative Literature, Indian English literature, Culture studies, English language teaching
Dr. Sutapa Dutta	Assistant Professor	Ph.D. JNU	10 years	Eighteenth Century novels
Nzanmongi Jasmine Patton	Assistant Professor	M.Phil. DU	8 Years	Gender studies, Forms of self-writing, Women's writing, 18th Century literature, Indian Literatures in English, Oral literature

Name	Designation	Qualification	Experience	Specialisation & Interests
Rajkumari Smejita Devi	Assistant Professor	M.Phil., DU	4 Years	Popular literature
Arunima Das	Assistant Professor	Ph. D., (pursuing), JNU	7 Years	Modernism, Post-modernism, Linguistics, Cultural studies, Business Communication
Dr. Aneeta Rajendran	Assistant Professor	Ph.D., JNU	8 Years	Gender studies, Cultural studies, Contemporary literature, Contemporary Indian writing
Ashwin Bajaj	Assistant Professor	M.Phil., DU	2.5 Years	Literary theory, Classical literature, Feminism, European novel
Jeyakirthana J.	Assistant Professor	Ph.D. (pursuing), JNU	1.5 Years	Modernism, Post-modernism, Utopian and Dystopian studies, Drama and Poetry, Mythology
Mohit Abrol	Assistant Professor	M.Phil. (pursuing), DU	1 semester	Historical fiction
Neha Khurana	Assistant Professor	M. Phil., DU	2.5 Years	Themes of surveillance, Modernity, Visual cultures, Culture studies
Maitree Mandal	Assistant Professor	M.Phil. JNU	1 semester	Culture studies

11. No Senior Visiting Faculty.
12. An **average of 45%** for all programmes mentioned above in **points 4 & 6** are handled by **Temporary Faculty**

13. **Student-Teacher Ratio (Programmewise): Honours –** 12 Students: 1 Teacher; **BA Programme –** 20 Students: 1 Teacher

14. **Academic Support Staff (Technical) & Administrative Staff sanctioned and filled:** The college administrative staff helps if required.

15. **Qualifications of Teaching Faculty**

Highest qualification	Number of Faculty
Ph.D.	04
M.Phil.	09
PG	03

16. **Number of Faculty with Ongoing Projects:** One

17. **Departmental Projects Funded by UGC:** U.G.C. Major Project Grant for three years, awarded in 2014 for work on: "Narrative, Public Cultures and Visuality in Indian Comic Strips and Graphic Novels (1947 to the present)." - Dr. Aneeta Rajendran.

18. **Research Centre/ Facility Recognized By the University** None

19. **Publications**

Publication per faculty	3.88
No. of Papers published in peer reviewed journals	29
Books Edited	09
Books with ISBN/ISSN numbers	06
Chapter in books	22

20. **Areas of consultancy and income generated:** None.

21. **Faculty as Members in**

Faculty	National Committees	International Committees	Editorial Boards
Dr. Radha Chakravarty	India International Centre Library Committee Indian Association for Commonwealth Literature and Language Studies (IACLALS)	Modern Language Association	"Tagore the Eternal Seeker" (ICWA - Editorial Advisor) *Quest for Excellence* - Gargi College Publication, Delhi University 2011-12. (Editorial board)

Faculty	National Committees	International Committees	Editorial Boards
Dr. Anjana Neira Dev	TEFSOL India	The International Association of World Englishes Asia TEFL TESOL International	-
Dr. Sutapa Dutta	Indian Association for Commonwealth Literature and Language Studies (IACLALS) Rocky Mountain Modern Language Association Comparative Literature Association of India (CLAI)	International Bengal Studies International Society for Eighteenth Century Studies (ISECS)	-
Dr. Aneeta Rajendran	Indian Association for Commonwealth Literature and Language Studies (IACLALS)	-	*Journal of Queer Studies in Media & Popular Culture.*
Shatarupa Sinha	Comparative Literature Association of India (CLAI) TEFSOL (Teachers of English as a -- Foreign/Second Language)	-	SIFE (Sankalp International Foundation of Education) Academic Journal Bangla Little Magazine, Padyacharcha, Kolkata

Faculty	National Committees	International Committees	Editorial Boards
Arunima Das	Ministry of Culture, Government of India. Indira Gandhi National Centre for the Arts (IGNCA)	-	-

22. **Student projects**

    a) **Percentage of students who have done in-house projects including Inter-departmental /programme -** (5%). Two students from the department participated in the 'Pathfinder Innovative Project' over and above the routine curricular requirements.

    b) **Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies.** Nil

23.a) **Awards/Recognitions Received by Faculty**

Faculty	Award/recognition
Dr. Radha Chakravarty	*The Essential Tagore* nominated **Book of the Year 2011** by Martha Nussbaum.
Dr. Anjana Neira Dev	**E-Teacher Scholarship Award** offered by the Regional English Language Office of the US Embassy2011.
Dr. Aneeta Rajendran	**Erasmus Mundus Postdoctoral Fellowship 2012-13**. Department of Gender Studies, Lund University, Sweden.

  b) **Awards/Recognitions Received by Students**

In addition to college-sponsored scholarships for undergraduate level course toppers in each semester, one additional annual prize, the Preeti Soni Memorial Prize, is routed through the department via an endowment.

24. List of Eminent Academicians and Scientists/Visitors to Department.

Visitor	Designation	Year
Ms. Shirina Joshi	Associate Prof., Deshbandhu College	2011
Dr. Anjana Srivastava	Associate Prof., Kamala Nehru College	2011
Dr. Giti Chandra	Academician and Novelist	2012
Mr. Vishwajyoti Ghosh	Cartoonist, Graphic novelist, and historian	2012
Mr. Neel Chaudhuri	Winner of the Metroplus Playwright Award	2012
Dr. Christel Devadawson	Associate Professor, Dept. of English, University of Delhi	2013
Dr. Debjani Sengupta	Dept. of English, IP College	2013
Dr. Anuradha Ghosh	Assistant Professor, Jamia Milia Islamia	2013
Mr. Ned Beauman	a British writer, long-listed for the Man Booker Prize	2013
Mr. Keval Arora	Associate Prof., Kirori Mal College	2014
Mr. Ram Rahman	Founder, SAHMAT Collective; Activist and Photographer	2014
Dr. Suroopa Mukherjee	Associate Professor, Hindu College	2014
Ms. Shahrukh Alam	Independent Researcher on legal issues around culture	2014
Mr. Johny ML	Artist and Curator	2014

25. Seminars / Conferences / Workshops Organized & Funding: a) National – Nil; b) International- Nil

26. Student Profile : Programme / Course Wise

Refer criterion 2; item 2.1.6 and 2.6.2.

27.   Diversity of Students

English Hons.	%of students from the same state	%of students from other States	%of students from abroad
2010-11	74.55	25.45	0
2011-12	54.9	45.1	0
2012-13	71.11	28.89	0
2013-14	73.4	26.5	0
M.A. English			
2010-11	60	40	0
2011-12	44.45	55.55	0
2012-13	73.33	26.67	0
2013-14	73.68	25.32	0

28.   Number of Students who have cleared National and State competitive exams: 50-70 approximately.

29.   Student Progression (approximations)

Student progression	Against % enrolled
UG to PG	70% approx.
PG to M.Phil.	45% approx.
PG to Ph.D.	3% approx..
Ph.D. to Post-Doctoral	Nil
Employed ☛Campus selection ☛Other than campus recruitment	 Nil 75% approx..
Entrepreneurship/Self-employment	15-20% approx..

30.   Details of Infrastructural Facilities

a) **Library -** Total books accessioned till date: 3976; subjects magazines /journals, approx 10. The department has a literature-specific library, the OSWAL-SENA collection with about 1200 books.

b) **Internet Facilities for Staff and Students -** Staff and students have been provided with laptops and Wi-Fi facilities.

c) **Classrooms with ICT facility-** Almost all classrooms with a seating capacity of more than 45 have Audio-Visual Equipment.

d) **Laboratories-** Language-teaching laboratory is in the offing.

31. **Number of Students Receiving Financial Assistance from College, University, Government or Other Agencies**

College Student Welfare Fund	
2011-12	2
2013-14	4

32. **Special Lectures with External Experts:** Refer Item 24.

33. **Teaching Methods Adopted to Improve Student-Learning**

- The English Language Proficiency Course designed by ILLL was offered by the department between 2010 and 2012.
- Remedial classes were conducted in 2010-11 and 2011-12. In each case, batches of approximately 40 students successfully completed the course.
- Faculty encourages students to use Online Open Access Resources – including but not limited to - ILLL and SOL material.
- Audio-visual presentations, film-clips, sound-bites, maps etc. are routinely used in the teaching-learning process.

34. **Participation in Institutional Social Responsibility & Extension Activities**

- Ms. Geeta Seshamani is the President of Friendicoes and SECA (Animal Welfare Organizations).
- Mr. Ashwin Bajaj is a volunteer with Kamal-Nayan, Okhla (an organization which works toward the education of underprivileged children).
- Ms. Mudita Mohile is a volunteer trained for Feminist Intervention and Counseling in cases of gender-based violence with the organization Jagori.
- Women's Development Centre (Ms. Vidya Das Arora; Dr. Radha Chakravarty, Mudita Mohile; Ms. Smejita; Dr. Aneeta Rajendran)
- Internal Complaints Committee against sexual harassment (Dr. Aneeta Rajendran)
- Nodal anti-tobacco officer (Dr. Aneeta Rajendran)
- Foreign Students Committee (Ms. Mudita; Dr. Aneeta Rajendran)

    Besides the above, all faculty members have been members of various committees in the college that facilitate smooth functioning of the different responsibilities in the college.

35. **SWOC Analysis of the Department and Future Plans**

Strengths

- Qualified faculty with wide-ranging academic interests.
- Strong commitment to teaching and research.
- Faculty and student body keenly involved in co-curricular and extension activities.
- Diverse student body drawn from all over the country.

Weaknesses

- Need to develop consistent alumni linkages especially to improve placement and recruitment opportunities.

Opportunities

- The discipline is widely sought-after in the job-market.
- Research and co-curricular streams can be integrated to benefit students and classroom teaching. To this end, a major seminar and an in-house academic journal will provide opportunity to faculty and students to engage beyond the conventional classroom.

Challenges

- Increasing student diversity poses social and pedagogic challenges making mentoring essential.
- Need for more research grants for faculty, especially post-doctoral research.

Future Plans

- A major seminar bringing together eminent scholars, followed by publication of proceedings will help to create new and accessible research.
- The student community can be benefited by the introduction of a bridge course in English literature to facilitate a smooth transition from the school to the college environment.
- Publication of departmental journal to showcase in-house research activity.
- Supervision of PhD scholars and research fellows under major project grant awarded to faculty; this will also be concurrent with the creation of library and archival resources.
- Conduct of remedial English classes for the benefit of any student on the college rolls.

Evaluative Report

1.&2. Department of German established in the year 1997.

3.   Names of Programmes / Courses offered: German as a discipline course in B.A
          (Prog.); Certificate Course in German Language.

4.   Names of Interdisciplinary courses and the departments/units Involved:
          B.A.P.

5.   Annual/ semester/choice based credit system (programme wise)
          Annual till 2011, Semester based system since then.

6.   Participation of the department in the courses offered by other Departments:
          Refer Item 4.

**7.   Courses in collaboration with other universities, industries, foreig institutions,
          etc**.-   Nil

8.   Details of courses/programmes discontinued (if any) with reasons
          Allied Course (Introduction to the German Language) offered to the Honours students
          under the FYUP.

9.   Number of Teaching posts

Teaching posts	Sanctioned	Filled
Professor	-	-
Associate Professor	-	-
Assistant Professor	1	1

10.   Faculty profile with name, qualification, designation, specialization.

Name	Qualification	Designation	Specialization	No. of Years of Experience	No.of Ph.D .Students guided for the
Ms.Rima Chauhan	M.Phil. (D.U.)	Assistant Professor	Translation	17	-

11.   List of senior visiting faculty: Nil

**12.   Percentage of lectures delivered and practical classes handled (programme wise)
          by temporary faculty-**   Nil

13.   Student -Teacher Ratio (programme wise):   20:1

14.   **Number of academic support staff (technical) and administrative staff;
          sanctioned and filled**:   The college administrative staff helps if required.

15.   **Qualifications of teaching faculty:** Refer Item 10.

16.   **Number of faculty with ongoing projects from a) National b) International
          funding agencies and grants received:**   Nil

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17. **Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received:**   Nil

18. **Research Centre /facility recognized by the University:**   N.A.

19. **Publications:**   Nil

20. **Areas of consultancy and income generated:**   N.A.

21. **Faculty as members in:**   a) National committees   Nil.

                                    b) International Committees   Nil

                                    c) Editorial Boards   Nil

22. **Student projects**   Nil

23. **Awards / Recognitions received by faculty and students:**   Nil

24. **List of eminent academicians and scientists / visitors to the department:**

                                                                         Nil

25. **Seminars/Conferences/Workshops organized & the source of funding:**

                                                                         Nil

26. **Student profile programme/course wise**

     Refer Criterion 2; item 2.1.6 and 2.6.2.

27. Diversity of Students

German Language	% of students from the same state	% of students from other states	% of students from abroad
Discipline Course in B.A.P.			
2010	77.5	21.9	0.6
2011	84.44	15.56	0
2012	81.2	15.56	2.03
2013	0	0	0
Certificate Course in German Language			
2013-14	40.3	20.8	0

28. **Students who have cleared national and state competitive examinations such as**

     NET, SLET, GATE, Civil services, Defense services, etc.:

     NET Exam-1 Student.

29. **Student progression** (approximations)

Student progression	Against % enrolled
UG to PG	3
PG to M.Phil.	1
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-

Employed	-
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	-

30. Details of Infrastructural facilities

    a) Library-A very well equipped library with a good number of German books.

    b) Internet facilities for Staff & Students   Available.

    c) Class rooms with ICT facility   Available

    d) Laboratories   Computer Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies   Nil

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts   Nil

33. Teaching methods adopted to improve student learning

Student centered teaching methodology is implemented.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Nil

35. SWOC analysis of the department and Future plans

Strength

- The faculty is motivated and keen to popularise this course.
- As learning German language is skill-based and job oriented, it immediately appeals to those students who have a flair for languages.
- This course is a stepping stone to further educational avenues.

Weakness

- Revision at home regularly needs to be emphasized upon further.

Opportunities

- Opting for German language Course opens up a vast number of Career options for the Students such as Teaching in Schools and at University level; to become an interpreter or translator.
- Students can get an opportunity to work in the German, Austrian or Hungarian Embassy (in all these three countries German is the official language), to work with the German Bank (Deutsche Bank), or with the German Airlines (Lufthansa) etc.

Challenges

- Evolving new strategies to ensure that the student revises at home.

Future Plans

- To offer German as an honours course.
- To organize writing workshops for the students to focus on precise learning.
- To introduce a German section in the college magazine.

Evaluative Report

1.&2. **Department of Hindi** established in the year 1967.

3. **Names of Programmes/Courses offered:** B.A (Hons.) Hindi

4. **Names of inter disciplinary courses and the departments/ units involved:** DCC, LLC, FYUP (Allied Course),Qualifying Hindi lower, Qualifying Hindi upper, Credit course to B.A. P; B.Com.P., B.Com.H.; Sanskrit H.; Political Science H.; English H.; Applied Psychology H.; Economics H.; History H.

5. **Annual/ semester/ choice based credit system (programme wise)**
Annual system till 2012, Semester based system since then for all programmes.

6. **Participation of the department in the course offered by other Departments:**
Refer Item no. 4

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.** Nil

8. **Details of courses/ programmes discontinued (If any) with reasons**
Discontinued erstwhile FYUP in July 2014.

9. **Number of Teaching posts**

Teaching Posts	Sanctioned	Filled
Professors	-	-
Associate Professors	12	-
Asst. Professors		12

10. **Faculty profile with name, qualification, designation, specialization.**

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr.Praveen Sharma (Retired)	Ph.D. (D.U.)	Associate Professor	Jaishankar Prasad	44 years
Ms. Surya Kanta (Retired)	Ph.D. (D.U.)	Associate Professor	Aadhunik Gadya	42
Dr.Meena	Ph.D. (D.U.)	Assistant Professor	Media मीडिया	8 Years 9 months
Dr.ShreeniwasTyagi	Ph.D. (JNU)	Assistant Professor	*Bhakti kavya* भक्ति काव्य	8 Years 5months

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr. Veena Sharma	Ph.D (G.N.D.U.)	Assistant Professor	*Aadhunik Kavita* आधुनिक कविता	10 years
Dr.Anita Yadav	Ph.D. (D.U.)	Assistant Professor	*Ekaanki Natak* एकांकी नाटक	8 Years 2 months
Dr. Swati Shweta	Ph.D. (G.N.D.U.)	Assistant Professor	*Aadhunik kavita* आधुनिक कविता	10 Years 2 months
Dr. Parvati Sharma	Ph.D (D.U.)	Assistant Professor	*Reetikaal* रीतिकाल	8 Years
Ms. Krishna Meena	Pursuing Ph.D	Assistant Professor	*Bhakti Kaavya* भक्ति काव्य	4 Years 8 months
Mr. Chittaranjan Kumar	Ph.D. submitted	Assistant Professor (Adhoc)	Film फिल्म	1 Year 5 Months
Mr. Ashu	Pursuing Ph.D	Assistant Professor (Adhoc)	*Aalochna* आलोचना	1 Year
Ms. Seema	M.Phil pursuing Ph.D	AssistantProfessor (Adhoc)	*Samkaleen Kahaniya* समकालीन कहानियाँ	4 Months
Dr. Kailashi Meena	Ph.D.	Assistant Professor (Leave Vacancy)	*Bhasha Vigyaan* भाषा विज्ञान	1 Year
Dr. Sapna	M.Phil, Pursuing Ph.D	Assistant Professor G.L.		1 Year

11. **List of senior visiting faculty**   Nil

12. **Percentage of lectures delivered and practical classes handled (Programme wise)by temporary faculty**   30%

13. **Student- Teacher Ratio (programme wise)**

For Honours Course :   12:1

For Programme courses: 20:1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled**

The college administrative staff helps whenever necessary.

15. **Qualifications of teaching faculty:** Refer Item 10 for details.

Ph.D.	M.Phil.	M.A.
7	2	3

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received**   Nil

17. **Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received**   Nil

18. **Research Centre/ facility recognized by the University-** We use college library facility.

19. **Publications of the Department**

Publication per faculty	7.58
Papers published in peer reviewed journals (National and International) by faculty and students	22
Research Paper	36
Newspaper Articles/ Book Reviews	13
Books written	12
Chapters in Books	4
Books Edited	4

20. **Areas of consultancy and income generated**   Nil

21. **Faculty as members in**   a)   National committees   Nil

                                       b)   International Committees   Nil

                                       c)   Editorial Boards   Nil

22. **Student projects**

a) Percentage of students who have one in- house projects including inter departmental/ programme   Nil

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies   Nil

23. **Awards/ Recognitions received by faculty and students**

Yuva Kavi Samman Dr. Swati Shweta 2011

24. **List of eminent academicians and scientists/ visitors to the department**

Year	Eminent Academicians/ Visitors
2010-2011	1. Professor Gopal Rai(Critic and writer) 2. Professor Nirmala Jain (Critic and academician) 3. Professor Krishna Dutt Paliwal (Critic and academician) 4.Dr.Shambhunath (Academician)
2011-2012	1. Prof. Gopal Rai (Critic & Writer) 2. Prof. Hari Mohan, (Academician)
2012-13	Nil
2013-14	1. Smt. Maitreyi Pushpa (Writer) 2. Smt. Manisha Kulshreshtha(Writer) 3. Dr. Ajay Navaria (Critic, Writer, Academician)

25. **Seminars/Conferences/Workshops organized & the source of funding**

a) National Nil

b) International Nil

26. **Student profile programme/ course wise**

Refer criterion 2; item 2.1.6 and 2.6.2

27. **Diversity of Students**

B.A. (Hons.) Hindi	% of the students from the same state	% of the students from the other state	% of the students from abroad
2010-11	93.33	6.67	0
2011-12	98.12	1.88	0
2012-13	96.55	3.45	0
2013-14	96	4	0

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?**

NET Exam- 1% (2010-2014)

29. **Student progression** (approximations)

Student progression	Against% enrolled
UG to PG	50%
PG to M.Phil.	10-15%
PG to Ph.D.	5%
Ph.D. to Post-Doctoral	----
Employed Campus selection Other than campus recruitment	 N.A. 10%
Entrepreneurship/ Self- employment	1%

30. Details of Infrastructural facilities

    a) **Library –** 8944 Books of Hindi in Library, Total number of Hindi Journals -11, Total number of Hindi magazines- 05

    b) **Internet facilities for Staff & Students -** Free Wi-Fi facilities with Three Computer- labs

    c) **Class rooms with ICT facility -** 90% class rooms are with ICT facilities

    d) **Laboratories-** N.A.

31. **Number of students receiving financial assistance from college, universities, government or other agencies**

College Student Welfare Fund	
2010-11	6
2011-12	37
2012-13	nil
2013-14	36

32. **Details on student enrichment programmes (special lectures / workshops / seminar) with external experts** - Seminar and talks in the below mentioned topics:

1. *Seminar "Dinkar ka kavya ek vishleshan."* (दिनकर का काव्य एक विश्लेषण)

2. *Seminar "Kath*a *sahitya ka vikaas : from Diwedi yug till today"* (कथा साहित्य का विकास: द्विवेदी युग से आज तक)

3. *Seminar "Stree vimarsh aur hindi katha sahitya* (स्त्री विमर्श और हिंदी कथा साहित्य)

4. *Seminar "Srijanatmakta ke aayaam :sahitya aur media ke pariprekshe mein* (सृजनात्मकता के आयाम: साहित्य और मिडिया के परिप्रेक्ष्य में)

5. *Seminar "Media aur rozgar"* (मीडिया और रोजगार)

6. *Talk "Aaj ke samay mein kabir ki prasangikta"*

   (आज के समय में कबीर की प्रासंगिकता)

33. **Teaching methods adopted to improve student learning**
    - Use of ICT resources in teaching.
    - Involvement of experts for subject focus.
    - Instead of monologue, participative learning in the form of group discussion, presentation etc.
    - Increasing participation of students in workshops, seminars at all levels.
    - Special focus on improving communication skills.

34. **Participation in Institutional Social Responsibility (ISR) and Extension activities**

    Our students and teachers actively participate in the following activities:

    Women Development Cell- Fitness training programme, Self Defence training programme, Health issue programme, Women Discourse, Highlighting & raising voice through debates, extempore, advertising, poster making etc.

    Eco Club-Swatch Bharat Abhiyaan, Saving electricity,Water conservation, Environmental awareness programmes, Pollution Control Drives, Tree plantation Campaign.

    NSS- Blood donation camp, Non-formal education of Women and Children, Vocational training programmes for young girls, Old age care programmes, Cultural and skilled development programmes for physically and mentally-challenged persons.

    NCC- The NCC unit of our college is comprised entirely of students from the department of Hindi, Participated in various NCC camps and adventure and tracking activities held by NCC, Participated in prestigious Republic day camp.

    NGO- Our students and teachers are associated with different NGO's., National Federation of the Blind, Open Knowledge community attached with UNESCO, Serve Foundation.

35. **SWOC Analysis of the department and Future plans**
    Strength
    a) Well qualified teachers.
    b) Most of us are creative i.e. we are critics, poets, story writers, debaters, painters, photographers
    c) Full of innovative ideas
    d) Department has a strong ethos of openness, sharing and commitment to increasing students' confidence.

e) Our students are making their mark in debates, social services, NCC activities, NSS activities, eco club activities.

Weakness

a) Curriculum too stretched for more activities.

b) Non-availability of user friendly Hindi e-journals, e-books.

c) Inability to cater to the demand for more functional Hindi courses like interpretation, translation creative writing, Mass Media, Journalism.

Opportunities

a) We have an active volunteer committee willing to plan and organise events and students are active in various departmental activities.

b) The increased focus on promotion of Hindi as *Raj Bhasha, RashtraBhasha and SamparkBhasha.*

c) The rapid increase in demand for Hindi proficiency in various fields/ vocations media participation in electronic and print media both nationally and internationally. Demand in Embassies for Hindi Translator.

Challenges

a) To develop interest amongst the reluctant students who are choosing Hindi as a last resort during admission.

b) To promote Hindi language

c) Promotion of interdisciplinary projects.

Future plans of the department

a) To introduce M.A. in Hindi.

b) More professional courses in Hindi like Mass Communication, Media, Journalism, Creative Writing, Translation.

c) To initiate a Departmental magazine.

d) Workshops for computer typing and creative writing, script writing, editing, sound recording.

e) National & International Seminars.

Evaluative Report

1.&2. **History Department** established in the year 1967.

3. **Names of courses/programmes offered**: B.A.(Honours) History.

4. **Names of Interdisciplinary Courses and the Departments involved**

B.A (Program); Allied courses taught to students of Political Science, English and Philosophy.

5. **Annual/ semester/choice based credit system (programme wise)**

Annual till 2011, Semester based system since then.

6. **Participation of the department in the courses offered by other Departments:**

Refer Item 4.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc**.- Nil

8. **Details of courses/programmes discontinued (if any) with reasons**

B.A. Programme discontinued in 2013-14 and re-introduced in 14-15.

9. **Number of Teaching posts**

Teaching Posts	Sanctioned	Filled
Professors	-	-
Associate Professors	8	2
Assistant Professors		6

10. **Faculty Profile**

Name	Qualifications	Designation	Specialisation	No. of Years
Manjushree Singh	Ph.D. (D.U.)	Associate Professor	Modern Indian History, Urban History	More than 35 years
Meenakshi Jain	Ph.D. (D.U.)	Associate Professor	Medieval, Late Medieval Indian history and Early Modern Indian History	More than 35 years
Deeksha Bhardwaj	M.Phil. (D.U.)	Assistant Professor	Ancient Indian History	13.4 years
Alka Saikia	Ph.D., J.N.U	Assistant Professor	Ancient Indian History	12 years

Name	Qualifications	Designation	Specialisation	No. of Years
Megha Shukla (Ad hoc)	Ph.D. JNU	Assistant Professor	Ancient Indian History	3.9 years
Devika Sethi (Ad hoc)	Ph.D. JNU	Assistant Professor	Modern Indian History	2.2 years
Nirmala Shah (Ad hoc)	M.Phil. JNU	Assistant Professor	Modern Indian History, History of Education	2.4 years
Suchitra Majumdar (Ad hoc)	M.Phil. (D.U.)	Assistant Professor	Ancient Indian History	1.9 years
Diwakar Kumar Singh	M.Phil. (D.U.)	Assistant Professor (Guest Lecturer)	Ancient Indian History	5 years

11. **List of senior visiting faculty:**   Nil

12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty**-   55 % approx. lectures delivered by four ad hoc faculty.

13. **Student-Teacher Ratio (programme-wise)-** As per UGC norms:
    B.A (Honours) is 12:1 and B.A (Programme) is 20:1.

14. **Support Staff -** The college administrative staff also functions as the support staff.

15. **Qualifications of Teaching Faculty:** Refer Item no. 10.

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:**   Nil

17. **Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:**

Manjushree Singh	Major research grant by UGC for project on Social History of Delhi. The final report of this project was submitted in February 2013.

18. **Research facility -** The college and departmental library are used for research and teaching purposes.

19. Faculty Publications

Publication per Faculty	4.68
Books	3
Chapters in Books	13.5
Papers presented in international conferences	13
Monographs	2
Books Edited	3
Books with ISBN numbers with details of publishers	3

20. Areas of consultancy and income generated: Nil

21. Faculty as members in:

Name	National Committee
Manjushree Singh	**Member** of State Level Committee set up by State Archive, Delhi Government, for preservation of rare books and documents. **Member**, Indian History Congress.
Meenakshi Jain	**Member** of Governing Council of Indian Council of Historical Research. **Member**, Indian History Congress.
Ms.Deeksha Bhardwaj	**Member** of International Association of Women Archaeologists Working in South Asia.
Megha Shukla	**Member**, Indian History Congress.
Devika Sethi	**Member**, Indian History Congress.
Nirmala Shah	**Member**, Indian History Congress. **Member**, Comparative Education Society of India.
Suchitra Majumdar	**Member**, Indian History Congress.
Diwakar Kumar Singh	**Member**, Indian History Congress.

22. a) % of in-house student projects Nil

b) % of projects in organizations outside the institution Nil

23. Awards/ recognitions of students/faculty

Students

Name	Award
Amaal Akhtar	Pathfinder Award in Humanities in 2011.

Faculty

Name	Award
Devika Sethi	• Awarded 6 month research grant by DAAD (Germany) to undertake research at the Center for Modern Indian Studies (CeMIS), Georg August University, Goettingen, Germany (March-August 2011). • Awarded Charles Wallace Research Grant for research at the British Library, London (May-June 2010).

24. **Some eminent speakers who delivered talks at the History Department**

Eminent Speakers	Designation	Year
Prof. Gautam Sengupta	DG, ASI	2011
Dr. B.R.Mani	ADG, ASI	2011
Prof. K.K.Chakravarty	Director, Delhi Institute of Heritage Research & Management	2011
Prof. H.P.Ray	Prof., CHS, JNU	2012
Prof. Ranabir Chakravarty	CHS, JNU	2013
Prof. Najaf Haider	CHS, JNU	2013
Prof. Arvind Sinha	CHS, JNU	2013
Mr. Benoy Behl	Art historian	2011
Prof. Mahalakshmi	CHS, JNU	2012
Prof.Parul Pandya Dhar	Dept. of History, Delhi University	2011
Prof. Kavita Singh	School of Art & Aesthetics, JNU	2012
Dr. Devika Rangachari	Independent researcher	2013
Dr. V.N. Prabhakar	Superintending Archaeologist, Archaeological Survey of India	2012
Prof. Shahida Ansari	Deccan College, Pune	2012
Dr. Asmita Hulyalkar	Cornell University, New York	2013
Dr. Sangeeta Bais	Conservation Architect, Aga Khan Foundation	2012
Prof. Dilip Simeon		2013
Prof. Rudrangshu Mukherjee		2014
Prof. Indivar Kamtekar	CHS, JNU	2014
Dr. Jamal Hassan	Archaeological Survey of India	2014

25. **Workshops / panel discussions conducted by the History Department for Delhi University Teachers**

Workshops conducted	Panel discussions organized
Social Enquiry (2012)	Convergence Heritage vs. Development, in which Prof. H.P. Ray (Chairperson, National Monuments Authority), Prof. A.G.K. Menon (Convenor, Delhi Chapter of INTACH) and the Chief PRO of Delhi Metro participated.
Human Rights (2012)	

26. **Applications received**

Refer Criterion 2; item 2.1.6 and 2.6.2.

27. **Diversity of Students**

Academic Year	% of students from the same state	% of students from other states	% of students from abroad
2010-11	87.3	12.7	0
2011-12	83.56	16.44	0
2012-13	84.37	15.63	0
2013-14	86	14	0

28. S**tudents who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.:** 5% of students clear NET.

29. **Student progression** (approximations)

Student progression	Against % enrolled
UG to PG	~20-40%
PG to Ph.D.	~5%-10%
Ph.D. to Post-Doctoral	-
Employed • Campus selection • Other than campus recruitment	 30%-35%

30. **Library/ Internet facilities/ Classrooms with ICT**

The History section of the Library is a treat for students and teachers alike. Total History books in the Library are 6301. The Department also maintains a separate Departmental Library which issues books to students on a long term basis. Photocopies of rare books are also kept in the Departmental Library for the benefit of the students. The internet facility is available both for the students and the teachers. The wi-fi facility is also available in the college.

31. **Number of students receiving financial assistance from college, university, government or other agencies.**

College Student Welfare Fund	
2010-11	Nil
2011-12	9
2012-13	Nil
2013-14	8

32. **Student Enrichment Programmes**

Year	Historical Trips outside Delhi	Historical walks, trips to museums, galleries, etc. in Delhi	Add-on Courses
2010	Agra – Taj Mahal & Agra Fort	-	-
2011	Bhojpur- Bhimbetka- Panchmarhi & Sanchi (Madhya Pradesh)	National Museum, IGNCA.	Heritage Conservati & Management
2012	Orchha – Khajuraho (Madhya Pradesh)	Heritage walks conducted at Humayun's Tomb. Ridge area to cover Mutiny Memorial, Flagstaff House, Ashok Pillar, Hindu Rao Hospital and Pir Gayab Monument.	Sources of Indian History
2013	Udaipur – Chittor-Mt. Abu (Rajasthan)	Excursion to Purana Qila, Feroz Shah Kotla, Lal Qila and National Museum.	
2014	1. Dharamsala – Mcleodganj (Himachal Pradesh) 2. Mathura Museum, Krishna Janam Bhumi Temple and other monuments.	Trip to Meharauli Archaeological Park, National Museum, IGNCA to see the Alkazi Collection of rare photographs.	

- **Student participation in Workshops, Lecture Demonstrations/ History Festivals**

Year	Some student participations	Theme & Speakers
2010		**Music Traditions** – Prof. T.K.V.Subramanian (University of Delhi), Madan Gopal Singh (well-known Sufi singer), Vidya Rao (music practitioner).

2011	Lecture-Demonstration on Vyas Ojapali, living tradition of Mahabharata in Assam.	**Mythologies Revisited** – Prof Alf. Hiltebeitel (University of Chicago); Prof. T.K.V.Subramanian (University of Delhi), Dr. Asha Goswami (Retd., Dept. of Sanskrit, Gargi College).
	Indian Art through the Ages – Prof. Naman Ahuja (School of Arts & Aesthetics, JNU); Prof. AnupaPande (National Museum Institute).	
2013	Workshop in collaboration with INTACH on Heritage Issues. Student presentation on Siri Fort Wall.	**Celebrations & Confrontations in Environment** – Prof. Dunu Roy (renowned activist), Ms. Manisha Jha (Internationally acclaimed Madhubani artist).
2014	Student and Faculty participation in INTACH organized workshops. Heritage walks, in association with Jesus & Mary College to Shahjahanabad.	**Food Tales: History & Rituals of Food** – Dr. Vandana Shiva (renowned activist); Prof. Pushpesh Pant (School of International Studies, JNU).

- **Student participation in other activities**

    We encourage students to participate in activities outside their classrooms for their overall development. Our students have actively participated in co-curricular and extracurricular activities – like street plays and sporting activities (a former Sports President was our student).

33. **Teaching methods adopted to improve student learning.**
    - Conducting special add-on courses
    - Inviting eminent speakers
    - Field trip to archaeological sites
    - Visit to museums
    - Visit to places of historical importance

34. **SWOC Analysis and Future Plans**
    - Strength- qualified faculty and good library
    - Weakness- lack of sufficient teaching aids for Hindi Medium students.
    - Opportunities- the talks organised by the department where eminent speakers are invited, allow students to interact with experts on the subjects.
    - Future Plans- to develop library further in the light of CBCS, new trends in research and changing needs of students.

Evaluative Report

1&2.   Department of Mathematics, established in the year 1967.

3.   Names of Programmes / Courses offered   B.Sc. (H) Mathematics

4.   Names of Interdisciplinary courses and the departments/units involved -

Mathematics as a subject in the following courses:

- B.Sc. (H) Physics
- B.Sc. (H) Chemistry
- B.Sc. (H) Botany
- B.Sc. (H) Zoology
- B.Sc. Physical Sciences
- B.Sc. Life Sciences
- B.Sc. (H) Microbiology
- Bachelors in Elementary Education
- B.A.(Programme)
- B.A. (H) Economics
- B.A. (H) Business Economics

5.   Annual/ semester/choice based credit system (programme wise)

Annual System in Bachelors in Elementary Education and Semester based system for all other courses.

6.   Participation of the department in the courses offered by other departments

Refer Item 4.

7.   Courses in collaboration with other universities, industries, foreign institutions, etc.   N.A.

8.   **Details of courses/programmes discontinued (if any) with reasons:** B.Sc. (H) Mathematics, discontinued from 2014-2015 due to roll back of FYUP.

9.   Number of Teaching posts

Teaching posts	Sanctioned	Filled
Associate Professor	10	5
Assistant Professor		5

10. **Faculty profile with name, qualification, designation, specialization.**

Name	Qualification	Designation	Specialization	No. of Years of exp.	No. of Ph.D. students guided
Dr. Promila Kumar	Ph.D. (DU)	Associate Professor	Mathematical programming	34	4
Dr. C.M. Upadhye (Retired)	Ph.D. (JMI)	Associate Professor	Complex Analysis	38	Nil
Ms. Arshmeet Kaur	M.Phil (DU)	Associate Professor	Mathematical programming	23	Nil
Ms. Bhawna Kapoor	M.Phil. (DU)	Associate Professor	Algebra	22	Nil
Ms. Bharti R Talwar	M.Phil. (DU)	Associate Professor	Analysis	25	Nil
Ms. Pooja Gupta	M.Phil. (DU)	Assistant Professor	Information theory	8.5	Nil
Mr. Narender Kumar	M.Sc. Maths. IIT Delhi; C.C.S.U, Meerut	Assistant Professor	Mathematical modelling	6	Nil

Name	Qualification	Designation	Specialization	No. of Years of exp.	No. of Ph.D. students guided
Mr. Ramakant Prasad	M.tech I.I.T. Kharagpur M.Sc. Mathematics I.I.T. Delhi	Assistant Professor	Computer science	5.5	Nil
Ms. Sapna Malhotra	M.Phil. (DU)	Assistant Professor	Analysis and Operator theory	6	Nil
Dr. Ruchi Shukla	Ph.D. (DU)	Assistant Professor	Theory of Reliability	5	Nil

11. **List of senior visiting faculty**   Nil

12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty**   15% approximately.

13. **Student -Teacher Ratio (Programme wise)**   Honours/ Programme: 12:1 /20:1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled**

- Technical: 1 senior technical assistant & 2 computer lab attendants
- Administrative: administrative staff of the college

15. **Qualifications of teaching faculty** Refer Item 10 for details.

Ph.D	M.Phil	M.Tech/M.Sc.
3	5	3

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received**   Nil

17. **Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received**

Innovative Project GC-202 "Waste Management at Gargi and Neighboring Areas" funded by University of Delhi where a total grant of Rs. 3,00,000.00 was sanctioned.

18. **Research Centre /facility recognized by the University**

Computer laboratories and Library are used for research purposes.

19. Publications

Publication per faculty (2/10)	0.2
Number of Papers published in peer reviewed journals	12
Number of publications listed in International database	14
Chapter in Books	3

20. Areas of consultancy and income generated   None

21. Faculty as members in

Faculty	National committees	International committees
Dr. Promila Kumar	• Operational Research Society of India • Alumni association of Faculty of Mathematics, University of Delhi • Seminar group of Mathematical Programming, University of Delhi	Working group of generalized convexity and monotonicity, Greece International Association of Engineers, U.K.
Ms. Arshmeet Kaur	Seminar group of Mathematical Programming, University of Delhi	-

22. Student projects

    a) Percentage of students who have done in-house projects including inter departmental/programme   ~2.5%

    b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies-   Nil

23. Awards / Recognitions received by faculty and students Nil

24. **List of eminent academicians and scientists / visitors to the department**

Visitor	Designation	Academic Session
Shri Shehnawaz Hussain	Member Of Parliament	2010-2011
Dr. Anita Babbar	Councillor , former Deputy Mayor-Delhi	2010-2011
Mr. Alok Sinha, IAS	Chairman Food Corp. India	2011-2012
Dr. Jyoti Raghavan	Dept. Of Journalism, KNC	2011-2012
Ms. Esha Guha	CEO-Quantum Communications	2011-2012
Dr. C.S. Lalitha	Assoc. Prof., Dept. of Mathematics, DU	2011-2012
Dr. Sushila Madan	Associate Professor, LSR	2011-2012
Prof. Girishwar Mishra	Professor, Dept. Of Psychology	2012-2013
Mr. Lovneesh Chanana	Director, KPMG	2012-2013
Dr. Deepika Gupta	Psychologist, AIIMS	2012-2013
Mr. Simerjeet Singh	Founder, The Cutting Edge Team	2013-2014
Prof. Virender Kumar Vijay	(Professor, IIT Delhi)	2013-2014
Mr. Rohit Ranjan	(faculty, AOL)	2013-2014

25. **Seminars / Conferences/Workshops organized and the source of funding:**

- **National Level** - Organized a National Seminar on "Redefining Virtues and Sins in 21st century", Gargi College on 25th march, 2014 funded by B.A.(Prog) & Mathematics Association, Navdrishti & College.
- **State Level Seminars Funded by B.A.(Prog) & Mathematics Association, Navdrishti & College**
  - Delhi the emerging face of new age globalization in 2011.
  - Mathemania – 2011.
  - The creative regress – media reinforcing superstition in 2012.

- Virtual relationship – symbiosis of youth and technology in 2013.
- Organized three workshops on "Capacity Building of Teachers in Delhi University", Gargi college march, 2010 (sponsored by ILLL in collaboration with Microsoft Corporation")

26. **Student profile programme/course wise:** Refer Criterion 2; item 2.1.6 and 2.6.2.

27. **Diversity of Students**

B.Sc.(H) Mathematics	% of Students from Delhi	% of students from outside Delhi	% of students from abroad
2013-14	71.60%	28.40%	Nil
B.A.P			
2010	77.5	21.9	0.6
2011	84.44	15.56	0
2012	81.2	16.77	2.03
2013	0	0	0

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?**
Data not available.

29. **Student Progression for B.A.P.** (approximations)

Student Progression	Against % enrolled
UG to PG	~20%
Employed	~25%
Entrepreneurship/ Self Employed	~1%

30. **Details of Infrastructural facilities**
    a) **Library** Total books of Mathematics in library: 3,377
    b) **Internet facilities for Staff and Students**
    - The campus is fully-equipped with a good speed of Wi-Fi facility round the clock.
    - It can be accessed by the students and teachers in locations all over the college.

c) Class rooms with ICT facility

- Most of the class rooms are equipped with Projectors with remote and Screens.
- Laptops are issued to all the students of 1st year by the college.

d) Laboratories

- Number of Computer Laboratories with a capacity of 21, 21 & 70 computers is 3, used by Mathematics out of which one Lab is for generic use with Softwares, Windows Server 2008(R2) (provided by DU), Windows 7 Upgrade Version (provided by DU), Windows 7 Pro, Microsoft Office 2010, Linux/Ubuntu, Acrobat Reader 9.0 (Full Version), Adobe CS5 (Premium), Mathematica 9, and Tally.

31. Number of students receiving financial assistance from college, university, Government or other agencies

College Student Welfare Fund	
2013-14	1

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

Programme	External Expert
Two Day Orientation Programme On "Role Of E-technology In Academic Research And Teaching Learning Interactions" For Students, Teachers And Non-academic Staff of Gargi College, **December 2011**	Mr. N.K. Sinha, Additional Secretary MHRD Dr. Ajay Gupta, Director Computer Centre, DU Mr. Rajesh Singh, Dy. Librarian, Library system, DU. Ms. Namita, Training Incharge Ms. Seema Sirpal, Senior System Programmer, at Computer Centre, DU Dr. Rakesh Batabyal, Deputy Director, Academic Staff College, JNU

33. **Teaching methods adopted to improve student learning**
    - For better understanding of the subject lectures are delivered using ICT.
    - Assignments are given to students on a regular basis. Discussions, interactive sessions/ presentations are organized to achieve real learning.
    - Tutorials are organised for the students in order to develop better understanding of the subject.
    - Seminars are organised for the students which help them to develop analytical thinking.

34. **Participation in Institutional Social Responsibility (ISR) and Extension activities**
    Students of the department are active in sports day events, NCC, NSS, Blood donation camps etc. A play conceptualized by Dr. Promila Kumar on converting solid waste into bio-gas '*Kachra bana Sona'* was performed by students in 2013-14.

35. **SWOC analysis of the department and Future plans**
    Strengths
    - Competent and experienced faculty
    - Good inter and intra departmental co-ordination
    - Producing good academic result
    - Well versed with technology
    - Hard working and always willing to perform
    - Keen to accept new ideas

    Weakness
    - Need an exclusive mathematical laboratory.

    Opportunities:
    - Seminars and workshops are conducted for the students and the faculty to update the knowledge. Students having Mathematics as a major subject have wider scope to pursue courses like M.Sc. Mathematics; M.Sc. Operations Research; M.Sc. Statistics; MCA; MBA; Actuarial Science; B. Ed.
    - Students can choose following Professions as per their capability like Teaching, Research, Actuarial Scientists, Cryptologist, Data Analyst, Operational Research Analyst, Inventory Strategist, Environmental Mathematics, Robotics Engineer, Banking Services, Civil Services, and Revenue Services.

    Challenges
    - To teach Mathematics to a heterogeneous class of students.
    - To motivate all students to pursue higher studies in Mathematics.
    - To make those students Computer savvy who do not have even basic knowledge of computer.
    - To motivate students to do more research projects.

Future Plans

- Construction of Mathematics Research Lab for Students and Teachers.
- To teach B.Sc. (H) Mathematics and M.Sc. (Mathematics) in College.
- To restart Vedic Mathematics as an Add –On Course for students.
- To start remedial classes for those students who did not study Mathematics till class XII.
- Organising more workshops, seminars and educational trips.
- To arrange for summer internship programme for students.

Evaluative Report

1.&2. Department of Philosophy established in the year 1970; and B.A. (Hons) since 1995.

3.   Names of Programmes / Courses offered: The department offers UG course

- B.A.(H) Philosophy

- B.A. Programme

4.   Names of Interdisciplinary courses and the departments/units involved:

Under the Annual mode till 2013, the department taught:

- Philosophy in B.A. (Prog.)

- Discipline and MIL

- B.Com and B.Com Hons

- IDC and DCC Courses to Philosophy, Psychology, English and History

5.   Annual/Semester/choice based credit system (programme-wise)

Annual till 2012**,** Semester based system since then.

6.   Participation of the department in the courses offered by other departments:

Refer item no. 4.

7.   Courses in collaboration with other universities, industries, foreign institutions, etc.   Nil

8.   **Details of courses/programmes discontinued (if any) with reasons**

D.U. discontinued FYUP in July 2014.

9.   **Number of Teaching Posts:**

Teaching Posts	Sanctioned	Filled
Associate Professors	6	4
Assistant Professors		2

10. **Faculty profile**

Name	Qualification	Designation	Specialisation	No. of years of experience
Dr. Rekha Navneet	Ph.D. (D.U.)	Associate Professor	Aesthetics, Platonic Studies, Greek Philosophy, Applied Ethics,	20
Dr. Deepika Chatterjee	Ph.D. D.U. (Sangeet Visharad Gandharva Mahavidyalaya)	Associate Professor	Philosophy of Religion and Ethics	28
Dr. Pallavi Vaid	Ph.D (D.U.)	Associate Professor	Western Meta-ethics	20
Dr. Rashmi Bhardwaj	Ph.D (D.U.)	Associate Professor	Social & Political Philosophy	20
Dr. Purnima Agarwal	Ph.D (D.U.)	Associate Professor	Ethics, Indian Philosophy, Logic	07

11. **List of senior visiting faculty:**
- Dr. M.A. Devasia, Associate Professor, Hindu College.
- Dr. Ajay Verma, Associate Professor, Department of Philosophy, D.U.
- Dr. Vijay Tankha, Associate Professor, Department of Philosophy, St.Stephen's College.

12. **Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty:** All Classes (100%) are being taken by permanent faculty.

13. **Student -Teacher Ratio (programme wise):**
Student -Teacher Ratio - B.A.H Philosophy- 12:1; B.A. P – 20:1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled**
The college administrative staff helps if there is any work. No technical staff is required.

15. **Qualifications of teaching faculty** : Five teachers with Ph.D. Refer item 10 for Further details.

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received -** None

17. **Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:** None

18. **Research Centre /facility recognized by the University:**

    We use the college library facility.

19. **Publications**

    - International Publications   Dr.Rekha Navneet   4 Chapters
    - National Publications   Dr. Rekha Navneet   2 Chapters

                                         Dr. Pallavi Vaid   1 Chapter

20. **Areas of consultancy and income generated:** None

21. **Faculty as members in**

Faculty	National Committees	International Committees
Dr. Deepika Chatterjee Dr. Pallavi Vaid	Life Members of JICPR	-
Dr. Rekha Navneet	Life Member of JICPR.	Steering Group Committee member of the group 'Erotic', of The Inter-Disciplinary.Net, Oxford (U.K). International reviewer for papers' acceptance at global conferences on 'Erotic'.

22. **Student projects**

    a) **Percentage of students who have done in-house projects including inter departmental/programme**

       100% of the students conduct in-house projects. 1.-1.5% of students are engaged in the Annual Gargi Pathfinder academic research project.

    b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies** Nil

23. **Awards / Recognitions received by faculty and students:**

    - Dr. D. Chatterjee was invited for a lecture-cum-interaction session with international students at the Institute of Applied Manpower research; Indian Culture Religion and Philosophy in 2009 and 2010.
    - Dr. Purnima granted commission for the officer rank of 'Lieutenant' in 2014.
    - Shivani Sharma, 2009-11, is D.U., M.A. topper in 2014.

24. **List of eminent academicians and scientists / visitors to the department:**

Eminent Visitors	
Dr. Gurcharan Das, CEO, P&G	2010-11
Dr. Bharat Gupta, Associate Professor, Department of English, D.U.	2010-11
Dr. Karan Singh, MP	2012-13
Mr. Dileep Padgaonkar, Former Editor in Chief, TOI	2010-11
Mr. Bhaskar Ghose, DG, Doordarshan	2010-11
Mr. Rajdeep Sardesai , Journalist	2010-11
Dr. Vijay Tankha, Associate Professor, Department of Philosophy, St. Stephen's College.	2010-11 and 2013-14
Ms. Mrinal Pande, Former Editor	2010-11
Prof. Rakesh Chandra, Head, Department of Philosophy, University of Lucknow	2010-11 and 2011-12
Dr. Shashi Motilal, Associate Professor, Department of Philosophy, D.U.	2010-11 and 2011-12
Prof. Vijaya Ramaswamy, Department of History, J.N.U.	2010-11
Prof. Deepa Nag, Associate Professor, Department of Philosophy, D.U.	2010-11 and 2011-12
Dr. Anuradha Veerawali Shah, Associate Professor, Department of Philosophy, D.U.	2011-12
Dr. Ajay Verma, Associate Professor, Department of Philosophy, D.U.	2011-12
Smt. Sonal Mansingh, Danseuse	2012-13
Dr. Karan Singh, MP	2012-13
Prof Ashok Vohra, DU	2013-14

25. **Seminars/ Conferences/Workshops organized & the source of funding**

a) **National:**

- National multi-disciplinary UGC conference 'Conflict to Convergence: Building a Holistic Perspective', 2012.
- Panel Discussion on 'Cinema as an Art vs Cinema as a popular culture representation, 2010, college funded and through sponsorships.
- Seminar/Lecture by Ms. Ameeta Mehra, Chairperson Gnostic Centre (a centre for growth of consciousness) on 'The Aim of Life', February 22,2012 ; college funded and through sponsorships.
- Seminar on 'Immortality in Early Greek and Indian Tradition,2012; college funded and through sponsorships.
- Panel Discussion on 'Creativity and Commercialization, 2013; college funded and through sponsorships.

b) **International:** None so far

26. **Student Profile**

Refer Criterion 2; Item 2.1.6 and 2.6.2

27. **Diversity of students:**

Philosophy Hons.	% of Students from Delhi	% of Students from other states	% of students from abroad
2008-2011	100	0	0
2009-2012	73.33	26.67	0
2010-2013	68.96	31.04	0
2011-2014	67.85	32.15	1

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?** 4 NET and JRF between 2010-14.

29. **Student progression** (approximations)

Student Progression	Against % enrolled
UG to PG	~60%
PG to M. Phil	5%-10%
PG to Ph.D	5%
Ph.D to Post Doctoral	-
Employed	
• Campus selection	5%-10%
• Other than campus recruitment	70%
Entrepreneurship/self-employment	~30%

30. **Details of Infrastructural facilities:**

a) **Library**: The department has its own library open for the faculty and students with 50 books.

The college library stores 72158 books, out of which 756 are books on philosophy.

b) **Internet facilities** for Staff & Students: Extensive Use

c) **Class rooms with ICT facility**: Extensive Use

d) **Laboratories:** Extensive Use of Computer Labs

31. **Number of students receiving financial assistance from college, university, government or other agencies:** Nil.

32. **Details on student enrichment programmes (special lectures / workshops /seminar) with external experts**

Refer item 25. External experts are invited for lectures, seminars and inter-college competitive events as speakers, resource persons and judges.

33. **Teaching methods adopted to improve student learning:**
We believe in making lectures:
- interesting
- lucid
- Informative
- In case a class is not likely to be held due to college functions / unforeseen eventualities, it is rescheduled and the Principal is informed about it.

We rely on:
- thorough preparation
- use of simple language
- knowledge update
- ICT especially for project presentation
- departmental library

We encourage student participation in:
- class
- project work
- seminars
- Other academic, sports and ECA events.

34. **Participation in Institutional Social Responsibility (ISR) and Extension activities:**
- Teachers and students have been participating in the:
- Cleanliness Drive-'Swachh Bharat Abhiyan.'
- Blood Donation Camps.
- Old clothes collection Drive and other NSS activities.
- UKIERI - N. Chitrangada Devi, student of Philosophy (H) has been selected for an exchange with UK under the ACE-UKIERI Project.

Dr. Pallavi Vaid:
- Member of Women's Development Cell, Gargi College

Dr. Purnima Agrawal:
- Teacher convener for NCC
- On 14th august 2014, I organized a visit to an old age home 'Aradhan' for cadets to interact, share with and help old people .In September 2014, I organized a motivational speech for cadets by an eminent retired army professional.
- On 25th March 2015 an annual NCC Inter College festival 'Sahas' was organized under my mentorship and was a grand success. In this festival, for the first time in the history of Delhi University various Infantry weapons were displayed.

35. **SWOC analysis of the department and Future plans:**

Strengths:

- Well qualified faculty and dedicated, committed to addressing the needs of weaker students.
- Conducting research in varied fields like Ethics, Gender, and Aesthetics.
- Our students are frequently DU/SDC toppers and position holders
- Our department contributes actively to the corporate life of college.

Weaknesses

- In a heterogeneous class, the academically weaker students are sometimes

Opportunities

- The new choice based credit system is intended to offer academic variety to students and it is a good opportunity to teach philosophy to non-philosophy students. Such courses prepare them to pursue careers in mass communication, journalism, law, civil services etc. and with analytical training they can also study MBA, Gender studies, Media studies.
- Even non-humanities students now have a chance to enjoy philosophy as a discipline.

Challenges

- Motivating students to develop a critical attitude towards detrimental social practices.
- Balancing the requirements of academic enrichment with the other institutional social responsibilities.

Future Plan

- To offer Post graduation in Philosophy.
- To offer Add on course on Applied ethics.
- Encouraging the students to enrol for the proposed remedial classes to address the language barrier.
- To organize Workshops on Professional ethics.

Evaluative Report

1.&2. **Department of Political Science** established in the year 1967.

3.   Names of Programmes / Courses offered
- BA (Hons.) Political Science
- MA Political Science

4.   Names of Interdisciplinary courses and the departments/units involved-
- BA (Programme) - Human Rights, Gender and Environment
- BA (Hons.) Hindi
- BA (Hons.) Sanskrit
- BA (Hons.) Economics
- BA (Hons.) History
- BA (Hons.) Applied Psychology
- BA (Hons.) Philosophy
- BA (Hons.) Sanskrit

5.   Annual/semester/choice based credit system (programme wise)
Annual Mode till 2011, Semester Mode since then.

6.   Participation of the department in the courses offered by other departments
Refer item 4.

7.   Courses in collaboration with other universities, industries, foreign institutions, etc.- Nil

8.   Details of courses/programmes discontinued (if any) with reasons-
Nil

9.   Number of teaching posts

Teaching posts	Sanctioned	Filled
Professors		
Associate Professor	16	4
Assistant Professor		12

10.   Faculty profile with name, qualification, designation, specialization.

Name	Qualification	Designation	Specialization	No. of Years of Experien	Ph.D Student Guided
Ms. Ravinder Wig	M.A., DU	Associate Professor	Nationalism and Colonialism in India	42	
Dr. Renu Sethi	Ph.D., DU	-do-	Indian Government and Politics	42	

Name	Qualification	Designation	Specialization	No. of Years of Experien	Ph.D Student Guided
Dr. Joya Bhattacharya	Ph.D., JHU	-do-	Gender Issues, Women Empowerment	22	
Dr. Manisha Priyam	Ph.D., LSE	-do-	Policy Studies, Development and Politics, Education, Indian Politics	18	2 students pursuing Ph.D
Ms. Pooja Rani	M.Phil., JNU	Assistant Professor	Gender, De-centralisation, Political Theory,	11	
Dr. Sweta Mishra	Ph.D., DU	Assistant Professor	Public Administration	15	
Mr. Mukesh Gautam	M.A., DU	Assistant Professor	Indian Government and Politics	7	
Ms. Pamela Bhutia	M.A., NBU	Assistant Professor	Global Politics	5	
Dr. Anita Bhatt	Ph.D., JNU	Assistant Professor	International Relations, Comparative Government and Politics	6	
Mr. Moggallan Bharti	M.Phil., JNU	Assistant Professor	Political Theory, Western Political Thought	4	
Dr. Abdul Rahman Ansari	Ph. D, JNU	Assistant Professor	International Relations & area Studies	3	
Ms. Kasturi Datta	M.Phil., DU	Assistant Professor	Indian Politics, Development Studies, Public Policy	6	
Ms. Aakansha Natani	M.Phil., JNU	Assistant Professor	Indian Political Thought, International Relations	3	

Name	Qualification	Designation	Specialization	No. of Years of Experien	Ph.D Student Guided
Dr. Harish Chandra	PhD, JNU	Assistant Professor	Human Rights and Civil	3	
Dr. Tarangini Sriraman	PhD, DU Post-Doc from CSSH	Assistant Professor	Urban Politics	4	
Ms. Meera Gopakumar	M.Phil., JNU	Assistant Professor	Politics, Science and Society	1	

11. **List of senior visiting faculty** Nil

12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty** 40- 50 %

13. **Student-Teacher Ratio (programme wise)-** BA Honours - 12:1 & BA Programme - 20:1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled**- The college administration staff cooperates with the department in all its activities.

15. **Qualifications of teaching faculty** Refer Item 10 for details.

Ph.D.	M.Phil.	M.A.
8	5	3

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received** Nil

17. **Departmental projects funded by DST-FIST; UGC, DBT, ICSSR , etc. and total grants received** Nil

18. **Research Centre/facility recognized by the University** Nil

19. **Publications**

	2010-11	2011-12	2012-13	2013-14	Total
Published Papers in peer reviewed journals	1(12.5%)			3(37.5%)	8
Chapter in Books	13(59%)	2(9%)	4(18%)	3(14%)	22
Books with ISBN/ISSN numbers					1

20. **Areas of consultancy and income generated**-   Nil

21. **Faculty as members in**   **International Committees**   Nil

National Committees	Editorial Boards
Dr. Manisha Priyam, Member, Advisory Group of the Planning Commission, Government of India 2010-11	**Dr. Sweta Mishra**, Journal of Gandhian Studies ISSN 0975-2803 (2012- till date)
Dr. Manisha Priyam, Member, Social Protection Programme Group, Government of Delhi 2010-11	**Dr. Abdul Rehman Ansari**, Member, Editorial Board of Online Publication 'Vikalp' 2013

22. **Student projects**

  a) **Almost 100%** students are engaged in project work related to the curriculum.

  b) **% of projects in organizations outside the institution**: Nil

23. **Awards/Recognitions received by faculty and students**

Awards-Students

Year	Name	Award/Positions in University/College
2011-12	Sarah Fatima	Best All Round Student
2011-12	Sarah Fatimah	Topper of University of Delhi
2013-14	Mir Fatimah Kanth	The Humanities Award for Best All Round Student
2013-14	Amrita R Sruti	Scholarship from the Ministry of Culture

Awards -Faculty

Year	Name	Award
2012-13	Dr. Manisha Priyam	Awarded the Indian Council for Social Science Research's National Award for Postdoctoral Research on 'Political Economy of Higher Education in India: Exploring the Principles for Reform', 1991-2012

24.   List of eminent academicians and scientists/visitors to the department

Year	Speaker	Topic
2010	Dr. Ved Prakash Vaidik	Inclusion of Caste in the Census: Does it Contribute to Inclusive Growth
2010	Dr. Anupama Roy (CPS, JNU)	State and Citizenship Rights in India
2010	Gautam Navlakha (Human Rights Activists)	Armed Forces Special Powers Act
2010	Dr. Nirmala Seetharaman (Spokesperson of BJP)	Politics as a Career and Vocation: The Road to Parliament.
2010	Himanshu Roy	Federalism
2011	Mr. Manoj Mitta (Senior Editor, Times of India)	Lokpal Bill
2011	Dr. Himanshu Roy (Dept. Political Science, DDU College, DU)	Globalization; Secularism in India
2011	Prof. Amita Singh (CSLG, JNU)	Governance Good or Appropriate: The Policy Makers Dilemma
2011	Prof. Pushpesh Pant (SIS, JNU)	Media and its Impact on Elections
2012	Dr. ShantaVerma (Department of Political Science, DU)	India's Nuclear Policy
2012	Prof. Abhay Dubey (CSDS)	Impact of Globalisation on Indian Politics
2012	Prof. Rajeev Bhargava (CSDS)	Secularism
2012	Dr. Karan Singh (MP, Rajya Sabha)	Inter-faith Movement
2013	Prof. Nivedita Menon (SIS, JNU)	Being a Feminist

Year	Speaker	Topic
2013	Dr. Ashok Acharaya (DU)	Global Justice
2013	Prof. Neera Chandhok (DU)	State and Civil Society Organizations
2013	Prof. Chintamani Mahapatra (SIS, JNU)	Indo-US Relations
2014	Zoya Hasan (CPS, JNU)	Revisiting Indian Politics: The Road Ahead
2015	Prof. Gurpreet Mahajan (CPS, JNU)	Thinking About Justice: Some Dilemmas
2015	Prof. Maushumi Basu (SIS, JNU)	The UN Security Council and Global Conflicts
2015	Dr. Ajay Gudavarthy (CPS, JNU)	Indian Democracy: Politics without Opposition?

25. **Seminars /Conferences/Workshops organized & the source of funding**

National - Source of Funding- Department of Political Science Association Fund and Gargi College.

Year	Department Annual Fest and Seminar (Theme)	Panellists
2011-12	Elections and Media	Prof. Pushpesh Pant (CIPOD, JNU)
2012-13	Democracy in India: Issues and Challenges	1. Prof. Neerja Gopal Jayal (CSLG, JNU) 2. Dr. Manindra Thakur (CPS, JNU) 3. Dr. Yogendra Narayan (Former Secretary General Rajya Sabha)
2013-14	Emerging Trends in Indian Elections	1. Prof. M P Singh (DU) 2. Prof. Pushpesh Pant (SIS, JNU) 3. PrananjoyGuhaThakurtha (Journalist)

Year	Department Annual Fest and Seminar (Theme)	Panellists
2012-13	One session on "Shaping the Contours of Citizenship and Identity in India- The UID Aadhar Scheme" in Convergence Seminar on Citizenship and Identity	1. Prof. Patrick Heller (CPR) 2. Srinivasan Ramani (EPW)
2014-15	West Asia in Turmoil and its Implications on International Politics	1. Prof. P R Kumarswamy (CWAS, JNU) 2. Dr. Rajeev Aggarwal (IDSA) 3. ShaheenNazar (TOI)

26. **Student profile programme/course wise**   Refer Criterion 2; item 2.1.6 and

27. **Diversity of Students**

Political Science Hons.	% of students from the same state	% of students from other states	% of students from abroad
2010-11	84.82	15.18	0
2011-12	94.4	5.6	0
2012-13	74.69	24.05	1.26
2013-14	83	56	0
M.A. Political Science			
2010-11	62.5	37.5	0
2011-12	100	0	0
2012-13	84.6	7.7	7.7
2013-14	92.85	7.15	0

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.?**   7-8 students have cleared NET.

29. **Student progression** (approximations)

UG to PG	~15%-18%
PG to M.Phil	~5%-6%
Ph.D	-
Employment	~2%

30. **Details of Infrastructural Facilities**

        a) Library- 500 books of Political Science in the library.

        b) Internet facilities for Staff & Students- Yes (College Wi-Fi)

        c) Class rooms with ICT facility- Yes

        d) Laboratories- NA

31. **Number of students receiving financial assistance from college, university, Government or other agencies**

College Student Welfare Fund		
UG		PG
2010-11	5	Nil
2011-12	33	1
2013-14	18	1

32. **Details on student enrichment programmes (special lectures/workshops/ seminar) with external experts-**

Year	Documentary Screening	Panel Discussion/Discussants
2010-11	'A House on Gulmohar Avenue' by Samina Mishra	Samina Mishra and Dr. Amir Ali (CPS, JNU)
2012-13	'War and Peace' by Anand Patwardhan	Mr. Moggallan Bharti
2013-14	'The Father, Son and Holy War' by Anand Patwardhan	Mr. Moggallan Bharti
2013-14	Modern Times by Charlie Chaplin	Mr. Moggallan Bharti, Dr. Abdul Rahman Ansari and Ms. KasturiDatta
2014-15	'Occupation 101' by Sufyan Omeish and Abdallah Omeish	Mr. Moggallan Bharti and Dr. Abdul Rahman Ansari

Academic Trips and Excursions

Year	Destination	Objective
2010-11	Amritsar and Wagah Border	To understand the nationalist history and politics of India and Pakistan as well as people to people cultural interfaces in the border areas.
2011-12	Dalhousie, Khaijar and Chamba; One day trip to Agra	To explore the rich diversity of India through its different cultures and landscapes. Informal trip for the final year students.
2012-13	Jaisalmer	A trip to explore the rich cultural heritage and traditions of Rajasthan.
2013-14	Kolad (Maharashtra) One day trip to Pratapgarh	To understand the ecological issues and traditional security structures. Informal trip for the final year students.

Other Activities

Year	Activity	Details
Every Year	Demos	The department publishes an annual magazine titled 'Demos' which provides a platform to our students to contribute articles, poems and illustrations on a given theme.
2013-14	Mock Parliament	Inter College Competition on the theme of Lokpal Bill

33.   Teaching methods adopted to improve student learning
- An Interdisciplinary approach to teaching is adopted.
- Students are given research based projects, so that their analytical ability is developed.
- The students are engaged in Debates and Panel Discussions so that clarity in thinking is developed.
- Films and Documentary Screening on relevant topics to sensitize our students towards socio-cultural concepts and to develop a deeper understanding of these issues.
- Extensive references are given so that students can engage in self - study.

34.   Participation in Institutional Social Responsibility (ISR) and Extension activities
Students actively participate in NSS, NCC, Sports, WDC, Ecoclub etc. We believe in instilling positive social responsibility characteristics in our students so that they become responsible citizens of the world.

35. **SWOC analysis of the department and Future plans**

Strength	Weakness	Opportunity and Future plans	Challenges
Highly Qualified, Motivated, Student Friendly Faculty	Lack of Reading Material in Hindi Language	Collaboration with other Academic and Non-Academic Institutions for Skill Development	Plagiarism in Projects submitted by students
Bi-lingual Teaching Process	Insufficient opportunities for Student Exchange	Student Placement Awareness Seminars	Insufficient Internship Opportunities for Students
Innovative Pedagogy		Participation of Students in Research Projects	Holding of Remedial Classes

Evaluative Report

1.&2. **Department of Psychology** established in the year 1967 for B.A. (Pass) and 1987 for B.A.(Honours) Applied Psychology.

3. **Names of Programmes / Courses offered:**

   Undergraduate Course in B.A. (Honours) in Applied Psychology

4. **Name of Interdisciplinary Course**

   B.A. Programme Psychology in combination with (Economics, Commerce, Philosophy, German, English)

5. **Annual / Semester Mode**

   Annual Mode (2010-2011); Semester Mode (2011 onwards)

6. **Participation of the department in the courses offered by other departments:**
   N.A.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.** None

8. **Details of courses/programmes discontinued (if any) with reasons:**

   B.Tech. in Psychological Sciences instituted during erstwhile FYUP in 2013-14.

9. **Number of Teaching posts**

Designation	Sanctioned	Filled
Professors	-	-
Associate Professors	8	4
Assistant Professors		3 (1 Vacant)

10. **Faculty profile with name, qualification, designation, specialization.**

Name	Designation	Qualification	Specialisation	Years of Exp.	Number of Ph.D. Guided
Dr. Kamlesh Malhotra	Associate Professor	Ph.D (DU)	Clinical Psychology	40	-
Dr. Veena Tucker	Associate Professor	Ph.D, (DU)	Social/ cognitive Psychology	35	1
Dr. Sangeeta Bhatia	Associate Professor	Ph.D, (DU)	Developmental Psychology	25	1 (continuing)

Dr. Neera Pant	Associate Professor	Ph.D (DU)	Organizational behavior	27	1
Dr. Preeti Pant	Associate Professor	Ph.D, (DU)	Clinical Psychology	20	-
Dr. Poonam Phogat	Assistant Professor	Ph.D (DU)	Clinical Psychology	12	-
Ms. Sangeeta Arya Tanwar	Assistant Professor	Ph.D (DU) (Pursuing)	Clinical/ Positive Psychology	5	-
Dr. Sabeen Rizvi	Assistant Professor	Ph.D, Lucknow University	Clinical Psychology	10	-

11. **List of senior visiting faculty:** N.A.

12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:**
   - B.A. Programme: 27%
   - B.A. Applied Psychology (H): 43%

13. **Student -Teacher Ratio (programme wise):**
   12:1 for Honours and **20:1** for programme (as per UGC norms)

14. **Number of academic support staff (technical) and administrative staff**
   2 Academic support staff (technical) have been appointed besides the college administrative staff.

15. **Qualifications of teaching faculty** Refer pt.10 for details.

PhD	M. Phil	PG
7	5	8

16. **Number of faculty with ongoing projects**   Nil

17. **Departmental Projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received.**   Nil

18. **Research Centre /facility recognized by the University:** Nil

19. Publications

Name of Teacher	Number of Publications
Dr. Veena Tucker	2
Dr. Sangeeta Bhatia	3
Dr. Neera Pant	2
Dr. Preeti Pant	4
Dr. Poonam Phogat	5
Dr. Sabeen Rizvi	3
Total	15

20. Areas of consultancy and income generated: Nil

21. Faculty as members in Professional Association/s-

National Committee	Name of Faculty
• Indian Psychology Association • Indian Academy of Applied Psychology • Psychological Studies (Review Board) • Committee for forming Syllabi for Honours Courses, DU	Dr. Veena Tucker
• Indian Psychology Association • Committee of Courses, DU	Dr. Sangeeta Bhatia
Career Development Association (ICDA)	Dr. Sabeen Rizvi, Dr.Poonam Phogat
Indian Association of Positive Psychology (IAPP ,Organising committee)	Ms. Sangeeta Arya Tanwar, Dr.Poonam Phogat
International Committees	
• American Psychological Association • International Association of Positive Psychology	Dr. Sangeeta Bhatia
• American Psychological Association Society for a Science of Clinical Psychology	Dr. Sabeen Rizvi

23. **a) Awards / Recognitions Received by faculty**

Name of the Faculty	Award/ Recognition	Institution and Event	Year
Dr. Sabeen Rizvi	Fulbright Postdoctoral Fellowship & Adjunct Assistant Prof.	University of North Carolina, USA	2013-2014

b) Awards / Recognitions received by students

Name of the Student	Year	Award/ Recognition	Year
Nidhi Udirkar	3rd Year	Outstanding Student	2012-15
Jyotika Singh	2nd Year	First Position	2012
Shivali Saxena	3rd Year	First Position	2012
Kritvi Kediya	3rd Year	Gold Medal	2011
Akanksha Singh	3rd Year	Pathfinder Award	2010
Kritvi Kediya	2nd Year	First Position	2010

24. **List of eminent academicians and scientists / visitors to the department**

Year	Speaker	Topic
2010	Dr. Manvir Bhatia, Consultant Neurologist, Sir Ganga Ram Hospital	Importance of Sleep and Normal Sleep Patterns of an Individual
	Dr. Jitendra Nagpal, Consultant Psychiatrist, Moolchand Hospital.	Keynote; Understanding Relationships: Different Perspectives, Psyfiesta
	Dr. Amit Sen, Consultant Psychiatrist	Keynote; Understanding Relationships: Different Perspectives, Psyfiesta
2011	Ms. Mrinal Pande	Culture, Gender and Identity
	Prof. Girishwar Mishra	Culture, Gender and Identity
	Dr. Bindu Prasad, Indian Association of Family Therapy	Adolescents In Indian Family; Issues and Interventions.

Year	Speaker	Topic
2012	Mr. Shrashtant Patara, Expert in Sustainable Development, Renewable Energy	Exploring Professions Beyond Psychology
	Prof. Anand Prakash, Department of Psychology	Importance of Relationships And Emotional Well Being.
	Ms Vriti Kalra, Hypnotherapist	Demonstration of Live; Hypnotherapy Session
	Ms Arti Anand, Counsellor, Sir Ganga Ram Hospital.	Challenges of Counselling as a Profession
	Ms. Deepika Kaur, Psychologist, Max Healthcare	Journey from A Student to A Practicing Psychologist
	Ms. Ishi Khosla, Nutritionist	Panelist for Panel Discussion; Psyfiesta
	Ms. Reena Nath, Family Therapist	Panelist for Panel Discussion; Psyfiesta
	Mr. Abhay Chawla, Media Expert	Panelist for Panel Discussion; Psyfiesta
	Experts from Sanjeevani	Body Image Issues
2013	Ms. Madhubala Sharma, Trainer and Motivational Speaker at IBM	Life as a Platter Of Fruit Chaat
	Mr. Manish Bansal	Career in Psychology
	Mr. Sanjay Mahalingam, Scholar, Sri Sathya Sai Institute for Higher Studies	Importance of Relationships and Emotional Well Being
	Ms. Mrinal Pande, Chairperson Prasar Bharti, Writer and Journalist	Key note address: PsyFiesta
	Prof. Girishwar Misra	Key note address: PsyFiesta
	Prof. Nivedita Menon, Feminist Speaker and	Key note address: PsyFiesta

Year	Speaker	Topic
	Writer, JNU	
	Dr. Jitendra Nagpal, Psychiatrist, Moolchand Medicity	Key note address: PsyFiesta
2014	Ms. Pooja Dawar Rao, Career Counsellor	Career Choices after Graduation
	Sister Rama, Brahmakumari Organization	Workshop on Managing Stress And Enhancing Positivity
	Dr. Bindu Prasad, Family therapist	How to Build Successful Relationships
	Ms. Saswati Singh, President of NGO 'Inspiration'	How to Be Positive In Life
	Prof. Girishwar Misra, Department of Psychology, DU	Self in The Cultural Context: Self Concept and Self Awareness
	Mr. Pradeep Dutt, Individual Consultant	Effective Management of Time
	Dr. MadhuSudan Solanki, Psychiatrist	Keynote Address, PsyFiesta

25. **Seminars/ Conferences/Workshops organized & the source of funding:** Nil

26. **Student profile programme/course wise**

Refer Criterion 2, item no. 2.1.6 and 2.6.2.

27. **Diversity of Students**

B.A. (H) Applied Psychology	% of students from the same state	% of students from other States	% of students from abroad
2010-11	71.4%	28.6%	0%
2011-12	72%	28%	0%
2012-13	50%	50%	0%
2013-14	74%	24%	2%

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?**

Five students have cleared the NET exam.

29.   Student progression (as per information available)

Student progression	Year	Against % enrolled
UG to PG	2010	42%
	2011	95.5%
	2012	83%
	2013	88%
PG to Ph.D.	2011	4.5%
Employed	2010	40%
	2011	90%
	2012	25%
	2013	15%
Entrepreneurship/Self-employment	2010	5.3%
	2011	4.5%
	2012	Nil
	2013	Nil

30.   Details of infrastructural facilities

Books in Main Library added 2010-15	128
Books in the Department library	700
Well Equipped Labs	3
Internet Facilities for Staff & Students	Yes

31.   Number of students receiving financial assistance from college, university, government or other agencies:

College Student Welfare Fund	
2010-11	1
2011-12	1

32.   Details on student Enrichment Programmes (special lectures / workshops / seminar) with external experts

Year	Speaker	Topic
2013	Sister Rama	Workshop on Managing Stress and Enhancing Positivity
	Dr. Bindu Prasad, Family therapist	How to Build Successful Relationships
2014	Mr. Pradeep Dutt	Significance Of Strengths and Use of Clifton Strength Finder for Career and Self Development
	School of Inspirational Learning (SOIL)	Career Development
	Ms. Kanika Batra	Music Therapy

33. **Teaching methods**

Department of Psychology adopts a variety of student-centered teaching methods to cater to individual differences in learning as well as the nature of the topic which are the following:

- Lecture method
- Interaction with students.
- Case study
- Focused group discussion
- Experiential exercises/learning
- Audio visual presentations
- Movie analysis
- Group learning
- Demonstration Method

34. **Participation in Institutional Social Responsibility (ISR) and Extension activities:**

The department has been actively involved in the construction of the curriculum and its revision time to time.

- Faculty members of the department are involved in various societies in the college such as Eco Club (Dr. Veena Tucker), Glass-Eye (Dr. Sangeeta Bhatia); Iris (Dr. Neera Pant); NSS (Dr. Preeti Pant)
- Dr. Poonam Phogat has been actively involved with enhancing the well-being of street children. She is also involved with NSS work in the college.
- Mrs. Sangeeta Arya Tanwar conducted a workshop on health and hygiene in Chandanhola Village in 2014.
- Dr. Preeti Pant has been actively involved in imparting value orientation among college students in collaboration with Satya Sai Organization.
- NSS – students of psychology department are very active in NSS, holding positions in its association. Editing magazine and organising events such as blood donation, children's day with special children, friendship day with members of old age homes, actively associated with NGOs. Our students have won **Uttam Sevak** award.
- Glass EYE: Under the Convenorship of Dr. Sangeeta Bhatia, students made a film on evolvement of a woman. Karshini Kharbanda(a 3rd year student, 2013-14) acted in the movie directed by 3rd year student Srishti 2013-14,
- IRIS: Dr. Neera Pant, has organized an exhibition on expression of Human Emotions, Psychology. Students actively participate in the photography society.

35. **SWOC** analysis of the department and Future plans

The following core areas were identified:

1. Course assessment
2. Quality of teaching
3. Outcomes and its future plans considering the strength, weaknesses, opportunities and challenges.

Strengths:

- Building strong academic foundation among students through innovative methods, field experiences, internships etc. Internships provide field exposure to students in different specializations. Application in Indian Setting is emphasized in course work.
- Trained faculty with diverse specialization. Faculty is also involved with various research activities.
- Good Resources – Computerized laboratories for scientific experimentation and psychological testing. Fully furnished Library with latest and rare editions of books of various specializations.
- Excellent academic performance with University positions every year.
- Alumni are well placed at esteemed institutes, hospitals, clinics, corporate and NGOs etc. Some Alumna also run their own Organizations and Clinics, thus providing opportunity for employment to others. All Alumni are well connected with department through Alumni Association.

Weaknesses

- Lack of Indian texts in many psychology courses.
- Many of the Psychological tests that are used do not have Indian norms.
- Need for more collaborative research projects.
- No documentation of practical/studies designed and conducted for various courses of applied psychology by faculty.

Opportunities:

- Seminars on various applied aspects of psychology are conducted by certified mentors and coaches as well as by trained alumnae.
- The programme on development of interviewing and other social skills of the students by collaborating with other organization such as DIPR are conducted every year.
- Department is also providing students the experience of outreach programs as a part of the extension services at various NGOs/ rehabilitation centers e.g. Action for Autism, Old Age homes, Guild of Service, Goonj etc.
- Internships & research programmes are a great opportunity for students to acquire research methods, skills and exposure to applied areas of psychology.

Challenges:
- To maintain the identity of the course as Applied Psychology (H) vis-a$^/$-vis Psychology (H).
- To publish a Journal of research projects conducted by the department faculty and students.
- Initiation of Consultancy services by the department to students of the college.
- To expand an extensive network of alumni and use it as a resource.

Future plan:
- To start training students in peer counselling.
- To open a specialized counseling center, with expert visiting consultants especially from the alumnae network.
- Development and adaptation of some assessment tools, with Indian norms suitable for Indian population and also publish their manuals.
- To start various training programs such as stress management, time management, work-life balance, soft skill training etc.
- To start post-graduation in Applied Psychology.

Evaluative Report

1.&2. **Department of Sanskrit** established in the year 1967.

3. **Names of Programmes / Courses offered** B.A.(Hons) in Sanskrit.

4. **Names of Interdisciplinary courses and the departments/units involved**
- B.A. (Programme)
- LLC and ALC in FYUP

5. **Annual/ semester/choice based credit system (programme wise)**
Annual mode till 2011 and Semester mode since then.

6. **Participation of the department in the courses offered by other departments**
Refer item 4.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.** N.A.

8. **Details of courses/programmes discontinued (if any) with reasons:**
B.A.Programme discontinued in 2013-14 and re-introduced in 2014-15.

9. **Number of Teaching posts**

Teaching Posts	Sanctioned	Filled
Professors		
Associate Professors	3	
Asst. Professors		3

10. **Faculty profile with name, qualification, designation, specialization**

Name	Qualification	Designation	Specialization	No. of Years of Exp.	No. of Ph.D. Students Guided for the last 4 years
Dr. Tripta Gupta (Retired)	Ph.D. (D.U.)	Associate Professor	Philosophy	40	N.A.
Dr. Veena Bhatnagar (Retired)	Ph.D. (D.U.)	Associate Professor	Grammar	40	N.A.
Dr. Sunita Gupta (Retired)	Ph.D. (D.U.)	Associate Professor	Poetics	40	3

Name	Qualification	Designation	Specialization	No. of Years of Exp.	No. of Ph.D. Students Guided for the last 4 years
Dr. Kalpana Sharma	Ph.D. (D.U.)	Asst. Prof. Ad-hoc	Poetics	3.3	N.A.
Dr. Suchitra Bharti	Ph.D. (D.U.)	Asst. Prof. Ad-hoc	Poetics	1.10	N.A.
Mr. Saurabh Ji	Pursuing Ph.D. (D.U.)	Asst. Prof. Ad-hoc	Epigraphy	4 months	N.A.

11. **List of senior visiting faculty**   N.A.

12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty -**   80%

13. **Student -Teacher Ratio (programme wise)**   Honours/Programme -12:1 / 20:1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled -**   The college administrative staff helps, if required.

15. **Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.**
    All the teachers are Ph.D. degree holders. Refer item 10.

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received**   N.A.

17. **Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received**   N.A.

18. **Research Centre /facility recognized by the University**   N.A.

19. **Publication**

Publication per faculty	2.66
No. of papers published in journals	15
No. of books	1
Total	16

20. **Areas of consultancy and income generated**   Nil

21. **Faculty as members in**
    a) National committees / b) International Committees   Nil
    c) Editorial Board   Nil

22. **Student projects**

   a) **Percentage of students who have done in-house projects including inter departmental/programme:** 100% students did project work in FYUP.

   b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** Nil

23. **Awards / Recognitions received by faculty and students**   None

24. **List of Eminent Academicians and Scientists / Visitors to the Department.**

Visitor	Designation
Dr. Ritu Sethi (2010)	Senior physician, Holy family Hospital.
Dr. S.V.Tripathi (2010)	Chief Physician, Ayurveda, Moolchand Hospital
Prof. Lakshmeeshwar Jha (2011)	Professor ,Lal Bahadur Shastri Vidyapeeth
Prof. Dr. Vinod Sharma (2011)	Department of Environment.
Dr. Shashi Prabha Kumar (2012)	Ex Professor and Chairperson of Special Centre of Sanskrit Studies, J.N.U.
Prof. Dr. Sushma Yadav (2012)	Professor of Public Policy and Governess and Chair Professor Social Justice IIPA.
Dr.A.K.Dubey (2013)	Additional Secretary, Ministry Of Coal, Govt. of India.
Dr. A.D. Mathur (2013)	Associate Professor, St. Stephens College.

25. **Seminars/Conferences/Workshops organized & the source of funding-**

   University level seminars organized by the Sanskrit department:

   - *Aayurveda aur Swasthya 2010* funded by sponsorship and college.
   - *Paryavaran- parampara aur Samrakshan 2011* funded by college.
   - *Nari   Sashaktikaran 2012* funded by college.
   - *Sanskrit Evam Samvidhan 2013* funded by college.

26. **Student profile programme/course wise:**

   Refer Criterion 2; Item 2.1.6 and 2.6.2.

27. **Diversity of Students**

B.A. Sanskrit (H)	% of students from the same state	% of students from other States	% of Students From abroad
2010-2011	100%	Nil	Nil
2011-2012	100%	Nil	Nil
2O12-2013	100%	Nil	Nil
2013-2014	100%	Nil	Nil

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?** Data not available.

29. **Student Progression** (approximations)

Student progression	Against % enrolled
U.G. to P.G.	60%
P.G. to M.Phil.	25%
P.G. to Ph.D.	20%
Ph.D. to Post-Doctoral	N.A.
Employed • Campus selection • Other than campus recruitment	2 Assis. Prof in D.U.
Entrepreneurship/Self-employment	-

30. **Details of Infrastructural facilities**

    a) Library – Total books of Sanskrit in the college library is 1319.

    b) Internet facilities for Staff & Students Wi-fi available for all.

    c) Class rooms with ICT facility Many rooms in the college have ICT facility.

    d) Laboratories Computer Laboratories.

31. **Number of students receiving financial assistance from college, university, government or other agencies.**

College Student Welfare Fund	
2010-11	21
2011-12	36
2012-13	Nil
2013-14	11
2014-15	18

32. **Details on student enrichment programmes (special lectures / workshops / Seminar) with external experts -** Workshop on Sanskrit speaking course and for Seminars Refer Item 25.

33. **Teaching methods adopted to improve student learning**

- Tutorials, Group discussions, Presentations, Tutorials, Library consultation, question bank etc. are the main instruments used by us to improve student learning.
- We organize Educational Trips every year to places related to our syllabus , such as Ashoka Iron Pillar, Akshardham Temple, Firoz Shah Kotla Pillar, Science Museum etc. (Ashoka Iron Pillar is related to Epigraphy, while the movie shown in Akshardham Mandir is related to Gita, and Science museum contains the pictorial demonstration on Sanskrit Ayurveda.)

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34. **Participation in Institutional Social Responsibility (ISR) and Extension activities etc.**

Many Sanskrit students are part of NSS, NCC, and Ecoclub.

Dr. Sunita Gupta remained coordinator of College magazine and Sanskrit section of college magazine till her retirement in 2015. She was also a Pathfinder committee member, Sports Committee member, and also the Staff Association president.

35. **SWOC analysis of the department and Future plans.**

Strength

- Well qualified faculty with diverse interests, ambitious vision, hard work, unity and a strong desire to work.

Weakness

- Students in general do not prefer to opt for Sanskrit hence there is less student strength.

Opportunity

- Sanskrit students can appear for any entrance exam in which the minimum eligibility is B.A.
- Knowledge about Vedas, Ayurveda, Yoga, Ancient political systems etc. can be enhanced by studying Sanskrit.

Challenges

- To motivate those students who were not really interested in learning Sanskrit but opt for it during admissions due to high cut off percentages in other subjects.

Future Plans

- To popularise Sanskrit the following action plan has been evolved.
- To start a Sanskrit Dramatic Society.
- To introduce interdisciplinary innovative projects.
- To introduce Add on Courses like Teaching Sanskrit Hymns related to Daily Chores and Teaching Yoga according to Patanjali Yogasutra.
- To introduce new competitons in the College festival Reverie held annually like Qawwali, Quiz, Ghazal, etc.
- To begin a Departmental Library.

1.&2. **Department of Commerce** established in the year 1973: B. Com. (Prog.); Introduced B. Com. (Hons.) in 1993.

3. **Names of Programmes/Courses offered -** Undergraduate Programme in:

- B.Com. (Hons.)
- B.Com. (Prog.)

4. **Names of Inter-disciplinary courses and the departments/units involved:**

- B.A. (Programme) - Entrepreneurship and Small Business
- B.A. (Hons.) Business Economics
- B.Sc. (Hons.)
- B.A. (Hons) Economics

5. **Annual/semester/choice based credit system (programme-wise)**

- Academic Session 2010-11 was in annual mode.
- Academic Session 2011-12 was in semester mode.
- Academic Session 2013-14 was in semester based FYUP Mode.

6. **Participation of the department in the courses offered by other departments:**
Refer item 4.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** None

8. **Details of courses/ programme discontinued (if any) with reasons:** None

9. **Number of Teaching Posts**

Teaching Posts	Sanctioned	Filled
Professors	-	-
Associate Professors	25	14
Assistant Professors		11

10. **Faculty profile with name, qualification, designation, specialization.**

Name of Teacher	Qualification	Desig.	Specialisation	Years of Experience
Dr. R. K. Jain	Ph.D. (CCSU)	Associate Professor	Finance, Cost accounting, Maths, Statistics	38
Mrs. Rajkumari Gupta	M.Com., D.L.L., D.C.L.	Associate Professor	Business Org. & Management, Business Law	38
Mrs. Kiran Batra	M.Phil.(DU)	Associate Professor	Taxation, Marketing	37

Name of Teacher	Qualification	Desig.	Specialisation	Years of Experience
Dr. Geeta Kichlu	Ph.D. (DU)	Associate Professor	Finance, Internat. Business	32
Dr. Manju Sahai	Ph.D. (DU)	Associate Professor	International Business	31
Dr. Sangeeta Jerath	Ph.D. (DU)	Associate Professor	Finance	28
Dr. Mandakini Das	Ph.D. (DU)	Associate Professor	Finance, Law, Business Maths	18
Mrs. Raman Bir Bindra	M.Phil. (DU)	Associate Professor	Finance, Law	18
Dr. Geeta Sidharth	Ph.D. (DU)	Associate Professor	Org. Behaviour, Accounting, Micro Economics, IT	17
Mrs. Alka Gupta	M.Phil. (DU)	Associate Professor	Finance, Statistics	17
Dr. Nidhi Gupta	Ph.D. (Rohailkhand University)	Associate Professor	Accounting	17
Mrs. Usha Vaish	M.Phil. (DU)	Associate Professor	Taxation, Org. Behaviour, Entrepreneurship	16
Mrs. Sheela Dubey	M.Com., MBA	Associate Professor	Marketing and HR	15
Dr. Sonali Ahuja Dua	Ph.D. (DU)	Associate Professor	Finance	15
Mrs. Anjni Anand	M.Phil. (DU)	Assistant Professor	Finance	07
Ms. Romita Popli	M.Phil. (DU), DOEACC 'O' Level	Assistant Professor	Human Resource Management, E-Commerce	07
Mrs. Chitra Kheria	M.Phil. (DU)	Assistant Professor	International Business	06

Name of Teacher	Qualification	Desig.	Specialisation	Years of Experience
Mrs. Sumant Meena	M.Com., MBA	Assistant Professor	Income Tax, Finance	04
Mr. Amit Rohilla	M.Phil.(KU), MBA (Finance)	Assistant Professor	Finance	04
Dr. Manju Khosla	Ph.D.(V.B.S. Purvanchal University), Advance Diploma in Computers	Assistant Professor	Accountancy	04
Mr. Sanjay Kr. Sharma	M. Com., MFA, M.Phil. (VMU), FCA, CS, ICWA, CFA, DISA	Assistant Professor (Adhoc)	Taxation, Accounting & Finance	03
Ms. Shikha Mahajan	M. Com. D.U.	Assistant Professor (Adhoc)	Finance	03
Ms. Aakriti Chaudhry	M. Com. D.U.	Assistant Professor (Adhoc)	Marketing, Financial Management	02
Mr. Nishendra Kumar	M. Com. D.U.	Assistant Professor (Adhoc)	Finance & Taxation	< 01
Mr. Shankar Jyoti Doley	M. Com. D.U.	Assistant Professor (Adhoc)	Finance	< 01

11. **List of senior visiting faculty:** Nil

12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty -** Theory & Practical-approx 23%

13. **Student-Teacher Ratio (Programme wise) -** As per UGC Norms
- B.Com.(Hons.) : 12:1
- B.Com.(Prog.) : 20:1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled-** The college administrative staff and computer lab staff help the department whenever required.

15. **Qualifications of teaching faculty:**

Highest qualification	Number of Faculty
Ph.D.	09
M.Phil.	09
PG	07
Other Qualifications like CA, CS, ICWA, CFA, MBA held by the faculty.	05

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: a) National**: Two **b) International:** Nil

17. **Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:**

    Dr Geeta Kichlu and Dr Sangeeta Jerath 'Solid Waste Management at Gargi & neighbouring areas'Innovation project funded by University of Delhi, Rs.3 lakhs.

18. **Research Centre/facility recognized by the University:** None

19. **Publications:**

Publications	Number of Publications
Publication per faculty	2 (approx.)
Number of papers published in peer reviewed journals	39
Chapter/s in Books	06
Books edited	01
Books with ISBN/ISSN numbers	05

20. **Areas of consultancy and income generated:**   None

21. **Faculty as members in** a) National committees**:** None b) International Committees**:** None

    c) **Editorial Boards:** Dr. Manju Khosla, Member of Editorial Boards of:
    - Emerging Trends in Social Sciences" (A Referred Multidisciplinary, National Journal).
    - International Journal of Educational Researches & Multidisciplinary Trends.

- Hermeneutics - A Bi-annual Refereed International Journal of Business and Social Studies.

22. **Student projects:**

   a) Percentage of students who have done in-house projects including inter-departmental / programme: 436*/4090 = 10.66%

   *Includes 30 pathfinder projects, 1 innovation project and remaining projects are related to the B.Com (H) curriculum.

   b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/other agencies: None

23. **Awards/Recognitions received by faculty and students**

   - **Awards received by Faculty during last 4 years:** None
   - **Awards received by Students during last 4 years:** Many of our students have been awarded prestigious awards and nominations. A list of such students has been attached here.

   List of Awards won by Commerce Students

Name	Course	Award	Year
Ms. Drishti Tantia	B.Com. (Hons.)	Smt Lajwanti Malik Memorial Award (Best all-rounder Commerce)	2011-12
Ms. Shanika Agrawal	B.Com. (Hons.)	Smt Lajwanti Malik Memorial Award (Best all-rounder Commerce)	2013-14
Ms. Sugandha Jindal	B.Com.	Dr. Usha Aggarwal "Tejaswata" scholarship for 1st and 2nd semester	2013-14
Ms. Binisha Sharma	B.Com.	Dr. Usha Aggarwal "Tejaswata" scholarship for 3rd and 4th semester	2013-14
Ms. Chandna Lakhmani	B.Com.	Dr. Usha Aggarwal "Tejaswata" scholarship for 3rd year (annual mode)	2013-14
Ms. Ruchi Agarwal	B.Com. (Hons.)	Dr. Usha Aggarwal "Tesaswata" scholarship for 1st and 2nd semester	2013-14

Name	Course	Award	Year
Ms. Deeksha Wadhwa	B.Com. (Hons.)	"Shri Sultan Chand memorial scholarship" for 3rd and 4th semester	2013-14
Ms. Drishti Tantia	B.Com. (Hons.)	"Shri Sultan Chand Memorial Scholarship" for 3rd year (annual)	2013-14
Ms. Aradhana Bakshi & Ms. Painam Malik	B.Com. (Hons.)	Won the pathfinder competition for the project titled "Effective distribution of marks for internal assessment under the semester system"	2011-12
Ms. Dikshita Kathuria & Ms. Chandani Goyal	B.Com. (Hons.)	Won the pathfinder competition for the project titled "Is Delhi a Home away from home for North-Eastern students?"	2012-13
Ms. Lavanya Trehan & Ms. Ishani Sonak	B.Com. (Hons.)	Won the pathfinder competition for the project titled "Small and medium enterprises-History, Growth and Challenges"	2013-14

24. **List of eminent academicians and scientists/visitors to the department**

Year	Eminent Speaker/ Visitor	Designation
2010-11	Dr. D. Purandeswari	H'ble Minister of State for Human Resource Development
	Prof Vivek Suneja	Pro-Vice Chancellor of Delhi University
	Prof. Arindam Chaudhari	Dean IIPM
	Ms Kavita Singh	CEO, Futureworks Consulting
	Prof C. Rajkumar	Vice Chancellor, OP Jindal Global University
	Mr. HR Venkatesh Rao	Senior Anchor –News Editor CNN-

Year	Eminent Speaker/ Visitor	Designation
		IBN
	Shri Jagmohan	Former Lt. Governor of Delhi
2011-12	Mr. Bhurelal	Chairman, Environmental Pollution Authority
	Mr. A.K.Tripathi	Director, Ministry of Renewable Energy
	Mr. Jahangir Pocha	Co-promoter, NewsX
	Dr. Girish Ahuja	Associate Professor, SRCC
	Mr. T.R. Mehta	Members of ICSI
	Ms. Anupam Jha	Members of ICSI
	Ms. Renu Bhandari	Members of ICSI
	Dr. Iqbal Malik	Founder and Executive Director of VATAVARAN (An NGO)
	Mr. Bhurelal	Chairman Environmental Pollution (Prevention and control) Authority
	Dr. A.K. Tripathi	Director, Ministry of Renewable Energy
2012-13	Mr. Sumit Chaudhary	Third Millinium
	Mr. Sunil Dutt	MD, RIM India
	Mr. Saurabh Saksena	JWT Advertising Agency
	Ms. Jyoti Mahendru	HR Consultant
2013-14	Prof. Mithileshwar Jha	Professor of Marketing, IIM Bangalore
	Mr. Amitabh Kant	CEO and MD of Delhi Mumbai Industrial Corridor Development Corporation
	Ms. Shereen Bhan	Managing Editor, CNBC-TV18
	Mr. Rahul Gandhi	Regional Manager North, ITC LTD
	Mr. Chander Shekhar	Chief Designer, SHADE
	Prof. J.P. Sharma	Professor of Law & Corporate Governance in the Dept. of Commerce, Currently HOD and Dean Faculty of Commerce & Business at the Delhi School of Economics, University of Delhi,

25. **Seminars/Conferences/Workshops organized & the source of funding:**

a) **National & Source of funding:** College funding.

Year	Title	Speakers
2011	Globalisation and Higher Education: Challenges and Opportunities	Dr. D. Purandeswari (Honourable Minister of State for Human Resource Development) Prof. Vivek Suneja (Pro-Vice Chancellor of Delhi University)
2011	Smart to Save and Smarter to Invest	Mr. T.R. Mehta, Ms. Anupam Jha and Ms. Renu Bhandari
2012	Greening the City, Reinventing Urban Infrastructure	Shri Jagmohan (Former Lt. Governor of Delhi) Mr. Bhurelal (Chairman, Environmental Pollution Authority) Mr. A.K.Tripathi (Director, Ministry of Renewable Energy)
2013	Growing presence of Women in the Corporate Sector	Mr. Sunil Dutt (MD RIM India) Mr Saurabh Saksena (JWT Advertising Agency) Ms Jyoti Mahundru (HR Consultant)
2014	21st Century marketing: challenges and opportunities	Prof. Mithileshwar Jha (Professor of Marketing, IIM Banglore, Co-Authored books on Marketing Management South Asian Perspective with Prof. Philip Kotler) Mr. Amitabh kant (CEO and MD of Delhi Mumbai industrial corridor development corporation) Ms. Shereen Bhan (Managing editor, CNBC-TV18) Mr. Chandra Shekhar(Chief Designer , SHADE) Ms. Smriti Singh Bhatia(Vice President Automotive and technology TNS India Pvt Ltd)

b) **International:** None

26. **Student profile programme/course-wise:**

Refer Criterion 2; item no. 2.1.6 and 2.6.2

27. **Diversity of Students**

Name of the Course	Year	Same State	Other States	Abroad
B.Com.(Hons.)	2010	49.52	50.48	0
	2011	76.47	23.53	0
	2012	74.34	25.66	0
	2013	63.98	36	0
B.Com.(Prog.)	2010	51.55	48.45	0
	2011	79.55	20.45	0
	2012	69	27.5	3.5
	2013	N.A.		

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?-**

Approx. 10% of the students contacted have cleared NET.

29. **Student progression** (approximations)

Student progression	Against % enrolled
UG to PG	58%
PG to M.Phil.	1%
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed •Campus selection •Other than campus recruitment	11% 14%
Entrepreneurship/ Self Employment	1%

30. **Details of Infrastructural facilities**

    a) **Library -** 5840 books, 3 journals and magazines of Commerce in the Library.

    b) **Internet facilities for Staff & Students:**   Computer Labs & Wireless fidelity

    c) **Class rooms with ICT facility:** Projectors in many Classrooms.

    d) **Laboratories:** Computer Labs

31. **Number of students receiving financial assistance from college, university, government or other agencies:**

College Student Welfare Fund	
2010-11	9
2011-12	11
2013-14	23

32. **Details on student enrichment programmes (special Lectures /workshops /seminar) with external experts**

a. Special Lectures

- Dr. Girish Ahuja (Associate Professor, Sri Ram College of Commerce) in 2011 on Tax Planning
- Dr. Deepa Sharma in 2011 on Research Methodology.
- SEBI conducted a talk on Financial Market in 2011.
- Prof. J. P. Sharma (H.O.D. and Dean, Department of Commerce, D.U. in 2014 on New Companies Act, 2013.

b. Seminars: Besides the national seminars mentioned in Item 25, the following were organized for the students' benefit.

Year	Title	Speakers
2010	Global Education Options	Chopra Consultancy services
2010	Careers in International Affairs	Prof. C. Rajkumar (Vice-Chancellor, O.P Jindal Global University, Sonipat) Prof. Shreeram Chaulia, Dean, School of International Affairs
2010	Various career options available after graduation	Institute of Management Students (IMS)

c. Workshops:

- In 2014, Dr. Abhishek Kumar (Assistant professor, University of Delhi), conducted a workshop on "Statistical Packages for Social Sciences"
- Annual Young Entrepreneurs Workshops have been conducted during 2010-14 by the department for the ESB students where the students have showcased their entrepreneurial skill by playing 'Entrepreneur for a Day'.

33. **Teaching methods adopted to improve student learning:**
    - Classroom teaching and Interactions
    - Power Point Presentations in classrooms
    - Class Tests & Assignments
    - Formal and informal counseling
    - Special attention to weak students
    - Preparing, sharing and discussing question bank
    - Group Discussions and Business Games
    - Use of ICT Resources such as Internet, Computers, Wi-fi and E-resources available at the library
    - Industrial Visits
    - Helping the students to develop research, leadership and teamwork qualities through extra-curricular activities such as "Comascent" (the bi-annual magazine), Cascade (the annual seminar), and Pathfinder (research based competition aimed at solutions to different social/micro/macro level problems)
    - Updating & upgrading teachers' knowledge and skills through "Panorama": Sharing of Knowledge through Special Lectures by faculty members on Contemporary topics.
    - The faculty enhances their knowledge by attending Conferences, Seminars, Workshops, Orientation, Refreshers, Special Lectures, Self-study etc.

34. **Participation in Institutional Social Responsibility (ISR) and Extension activities**

    The Department has been enthusiastically and actively involved in Institutional Social Responsibility (ISR) and Extension activities through the following:
    - Marketing society
    - ReUse Paper Club
    - Swacchh Bharat Abhiyaan

35. **SWOC analysis of the department and Future plans.**

    Strengths
    - Well qualified, experienced, dedicated and diversified faculty with specialization in different areas like finance, marketing, business economics, taxation, accounting, human resource etc.
    - Two Add-On industry oriented courses- "Advertising and Marketing Communication" & "Banking and Financial services" facilitated by Commerce Faculty, Dr. Geeta Kichlu and Dr. Manju Sahai.
    - High levels of motivation, enthusiasm, co-ordination amongst teachers.
    - Systematic & efficient way of working.
    - Strong, direct and regular communication amongst students and faculty.
    - The courses offered by the department equip students with leadership and

entrepreneurial qualities that prepares them for challenges in the corporate sector. These courses lay down a foundation for further studies like CA, CS, MBA, ICMA, CFA, Civil Services, LLB etc.

- "Comascent", the commerce magazine provide an opportunity to the young minds to express their views on a plethora of contemporary, economic, social and financial issues. It is published twice a year by the Department.
- "Panorama", a knowledge sharing platform enables the faculty members to interact on contemporary topics.
- The faculty and commerce students actively participate in "Enactus", a social group that works towards the upliftment of the society which helps in inculcating social entrepreneurial skills.
- The faculty delivers research based teaching and presentations with limited Infrastructure facilities.
- Well stocked reference materials, e-resources in the areas of commerce and business economics in the common library of the college.
- Well equipped and updated common computer laboratories with latest versions of the software such as Tally for the use of our students.
- Practical exposure through field work and Industrial visits for Commerce and BBE students.
- Student centered and activity based teaching-learning process.
- Faculty is enthusiastically involved in college and university level activities and projects such as college committees, *Antardhwani* work etc.

Weaknesses

- Limited alumni interaction for which the department is trying to develop a mechanism of feedback in the form of a database in near future.
- Practical exposure can be improved by increasing interaction with the industries.

Opportunities

- The department has the opportunity to develop more and more student-industry linkages.
- More Add-On courses could be developed for developing professional skill set.

Challenges

- To stimulate students to develop a deeper level of analytical thinking and a passion for excellence in education.
- To make socially and economically backward students (having low aptitude in language and quantitative skills) equally competent and knowledgeable as rest of the students.
- Attracting more companies for campus placements.

Future Plans

- Target and topic based talks by experts can be arranged for providing students practical exposure in various areas of commerce and industry.
- A large databank of alumni is being developed for various purposes like student mentoring, student development programs, corporate relations etc.

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in
F. No. 8-35/2013 (CPP-I/C)

Speed post

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

May, 2014

2 8 MAY 2014

The Principal,
Gargi College
Siri Fort Road
New Delhi – 110 049

Sub: - Recognition of **Gargi College, Siri Fort Road, New Delhi – 110 049** under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

With reference to your letter no. GC/846/2014/829 dated 21.05.2014 on the above subject, I am directed to say that the name of **Gargi College, Siri Fort Road, New Delhi – 110 049** established in the year of **1967**, affiliated to **University of Delhi** is included in the list of Colleges maintained under Section **2 (f) & 12 (B)** of the UGC Act, 1956 under the head **Government** College teaching upto **Bachelor's** Degree.

Yours faithfully,

(Charan Dass)
Under Secretary

F.No. 42-42/99-2000/NCTE //3-111

National Council for Teacher Education
G-2/10 Safdarjung Development Area
New Delhi – 110 016

20 December, 1999

ORDER

WHEREAS Gargi College, Siri Fort Road, New Delhi applied for recognition for conducting B.El.Ed. course to the Northern Regional Committee, (National Council for Teacher Education), Jaipur on the 27th January, 1999.

AND WHEREAS the Northern Regional Committee, (National Council for Teacher Education), Jaipur in its Order No. NCTE/NRC/F-3/DL-73/99/8548 dated the 23rd June, 1999 (hereinafter referred to as the Order) refused recognition to Gargi College, Siri Fort Road, New Delhi for conducting B.El.Ed. course for the reasons stated therein.

AND WHEREAS the Principal, Gargi College, Siri Fort Road, New Delhi (hereinafter referred to as the Appellant) appealed to the National Council for Teacher Education, New Delhi (hereinafter referred to as the Council) under the provisions of Section 18 of the National Council for Teacher Education Act, 1993 against the said Order dated the 23rd June 1999 refusing recognition.
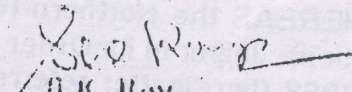
AND WHEREAS Dr Hema V. Raghavan and Dr. Chaya Sawhney, Principal and Teacher in charge of B.El.Ed. Deptt, Gargi College respectively presented the case of the institution in person on the 9th November, 1999. They submitted that the University of Delhi permitted Gargi College to conduct B.El.Ed course and the Directorate of Education, Govt. of NCT of Delhi granted 'No Objection Certificate'. The representatives submitted the details of four permanent lecturers, one temporary lecturer and two ad-hoc lecturers presently conducting the course with an intake of 25 in the 1999-2000 academic session. They also gave an undertaking for recruiting permanent staff in the next academic session. The Appellant submitted the details of administrative staff (5) looking after the administrative work of B.El.Ed. course.

AND WHEREAS the council after carefully considering all aspects of the matter has come to the conclusion that the appeal deserved to be accepted and the Order of the Northern Regional Committee, (National Council for Teacher Education), Jaipur dated the 23rd June 1999 refusing recognition reversed for the following reasons :-

(i) The College has seven teachers for an intake of 65 students in three academic years resulting in a faculty student ratio of 1:10.

(ii) The College has five administrative staff for B.El.Ed course.

As a consequence the Council hereby grants recognition to Gargi College, Siri Fort Road, New Delhi for conducting B. El.Ed course of four years duration with an annual intake of 25 students subject to the College furnishing to the Northern Regional Committee, (National Council for Teacher Education), Jaipur proof of appointment of full time regular staff on the basis of the faculty student ratio of 1:10 before the course enters into its fourth year in 2000-2001. This recognition is also subject to the condition that the institution continues to fulfil the norms and standards laid down in the NCTE Regulations and submission of annual reports to the Northern Regional Committee, (NCTE), Jaipur.

AND NOW THEREFORE the Council hereby reverses the Order appealed against subject to the condition stated above.

U.K. Ray
Member Secretary

Copy forwarded to -

1. The Principal,
   Gargi College, Siri Fort Road, New Delhi – 110 049

2. The Education Secretary,
   Govt. of NCT of Delhi, Secretariat, Delhi – 110 054

3. Director of Education,
   Govt. of NCT of Delhi, Delhi

4. The Registrar,
   University of Delhi, Delhi

5. The Regional Director,
   Northern Regional Committee (NCTE)
   Jaipur

6. The Secretary to the Govt. of India,
   Ministry of HRD, Department of Education,
   'C' Wing, Shastri Bhawan,
   New Delhi – 110 001

7. The P.S. to Chairperson, NCTE

LEGEND

BUILT-UP
PASSAGE / VER.
PORTA CABIN / SHED

PLOT BOUNDARY
RETAINING WALL
ROAD / PATH
LIFT LINE
LAMP POST
CONTOURS
TREE

A - ARJON
ALS - ALSTOM
B.R. - BOTTLE BRUSH
BAM - BAMBOO
CH - CHAMPA
CA - GARA
CH - GABU PIPA
E - EUCALYPTUS
GUL - GULMOHAR
J - JAMUN
M - MANGO
MUL - MULBERRY
H - NEEM
SAM - GAMBUL
SO - SILVER OAK

AREA

AREA OF THE PLOT = 36336.83 SQ. MTS.
= 3.633 HECTS.
OR 8.97 ACRES

NOTES:

1. TEMP. BENCH MARK VALUE ASSUMED AS 100.00 CM THE STAGE.
2. LEVELS TAKEN AT 10.0 MTS. GRID.
3. CONTOURS PLOTTED AT 0.25 MT. INTERVALS.
4. ALL DIMENSIONS ARE IN METRES.

SURVEY PLAN OF THE GARGI COLLEGE CAMPUS
AT SIRI FORT ROAD, NEW DELHI.
TOPOGRAPHICAL SURVEY

SCALE - 1:500
DATE - 17.10.2008

VINOD GUPTA
KAPL

RING ROAD
AUGUST KRANTI MARG
OUTER RING ROAD
KAMLA NEHRU COLLEGE
ANAND LOK
SIRI FORT ROAD
JOSIP BROZ TITO MARG
PWD OFFICE

PLAY GROUND
NET PRACTICE
NURSERY
PARKING
LAWN
UNDER CONSTN.
DRIVE WAY
BASKET BALL COURT
VOLLEY BALL COURT
TUNNEL COURT
MONUMENT

GROUND FLOOR PLAN

FIRST FLOOR PLAN

SECOND FLOOR PLAN

THIRD FLOOR PLAN

SECTION 'AA'

SECTION 'BB'

FRONT ELEVATION (NORTH)

TERRACE

KEY PLAN

SCHEDULE OF DOORS & WINDOWS

AUDITORS' REPORT

To

The Management Committee,

M/S Gargi College, Siri Fort Road

New Delhi

1. We have audited the attached Balance Sheet of M/S Gargi College, New Delhi as at March 31,2011 and also the relevant income & Expenditure Account of the College and other related Accounts for the year ended on that date annexed thereto. The preparation of Financial Statements is the responsibility of the College Management. Our responsibility is to express an opinion on this financial statement based on our audit.

2. We have conducted our audit in accordance with auditing standards accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material mis-statement. An audit Includes examining, on a test basis, evidence supporting, the amount and disclosures in the financial statement. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement preparation. We believe that our audit provides a reasonable basis for our opinion.

3. Except mentioned above, in Our opinion and to the best of our information and according to the explanations given to us, the said accounts gives a true and fair view:

   a) In case of the Balance Sheet of the State of affairs of the College as at March 31,2011

   b) In case of the Income & Expenditure Account of the excess of expenditure over income for the year ending on that date.

For: VIJAY SAINI & ASSOCIATES
Chartered Accountants
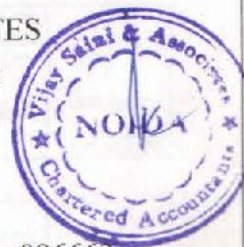
Place: Noida
Date: 26.8.2011

Vijay Saini
Partner
Membership No. 096663
(FRN -016040N)

GARGI COLLEGE

(University of Delhi)
Siri Fort Road, New Delhi – 110 049
Phone : 2649 4544
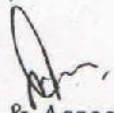
GC/AC/F.1/2011/

Dated:03.10.2011.
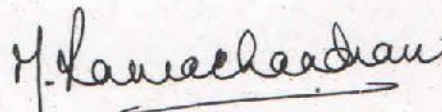
UTILIZATION CERTIFICATE

It is certified that the grant of Rs.21,87,14,000 (Rupees Twenty One Crore Eighty Seven
Lac Forteen Thousand   only) sanctioned and paid to **GARGI COLLEGE** by UGC
towards maintenance for the year **2010-11** in installments vide letter's given below, has
been utilized for the purpose for which it was sanctioned . It is also certified that all the
terms and conditions of the grant have been fulfilled by the college.

S.N	Letter No. & Mode of Payment	Date	Amount Paid	Amount Utilized	Unspent Balance
1	F.37-1/2010(DC)	01.06.10	57677000		
2	F.37-1/2010(DC)	27.07.10	57677000		
3	F.37-1/2010(DC)	29.10.10	57677000		
4	F.37-1/2010(DC)	21.12.10	19226000		
5	F.37-1/2010(DC)	18.02.11	19226000		
6	F.37-1/2010(DC)	24.03.11	7231000		
	Total		**218714000**	**259341758**	

Vijay Saini & Associates
Chartered Accountants

Dr.(Mrs.)Meera Ramachandran
Principal

FORMS

FORM GFR 19-A

See Government of India's Decision (1) below Rule 15

Form of Utilization Certificate

S.N.	Letter No. & date	Amount
1.	DHE-3(09) Rec GIA/ 2010-2011/ Dated 10.8.2010	10,00,000.00
2.	DHE-3(09) Rec GIA/2010-2011/ Dated 31.03.2010	40,00,000.00
	Total	**50,00,000.00**

Certified that out of **Rs.50,00,000.00** Of Grants-in-aid sanctioned during the year **2010-2011** in favor of **Recurring Grant** to Gargi College under this Ministry /Department letter No given in the margin has been utilized for the purpose of **Recurring Grant** for which it was sanctioned and that unspent balance is **Rs.Nil**

2. Certified that I have satisfied myself that the conditions on which the grant-in-aid was sanctioned have been duly fulfilled and that I have exercised the following checks to see that the money was actually utilized for the purpose for which it was sanctioned.

Kind of check exercised: -

All routine possible check including periodic trial balance and internal audit that the grant has been utilized on approved items of expenditure as per norms laid down by Delhi Administration & U.G.C.

Signature _M. Ramachandran_

Designation _____ .

Date _____ .

(G.I., M.F., O.M.No.F.14(1) E.II(A)-73, dated 23rd April, 1975).
GFR-21

GARGI COLLEGE, SIRI FORT ROAD , NEW DELHI
INCOME & EXPENDITURE OF COLLEGE ACCOUNT FOR THE YEAR ENDING MARCH 31, 2011

EXPENDITURE	AMOUNT (RS.)		INCOME	AMOUNT (RS.)	
SALARY,ALLOWANCE & CONTRIBUTIONS (Page No 23)			FEES & FINES (Net of Refunds)		
Teaching Staff	170,172,018		Admission fee	6,880	
Administrative Staff	6,143,427		Tution fee	518,820	
Library Staff	2,966,858		Science Fee	42,400	
Laboratory Staff	16,457,243		Magazine fees	186,680	
Class IV Staff	5,348,405		Electricity & Water fees	646,200	
Contribution to P.F.	5,035,753		Identity card fees	18,600	
Reim. of Tution Fees	915,365		Library & R.R. fees	430,800	
Medical reimbursements	4,501,029		Misc. Income	29,662	
Overtime paid	22,482		Garden fees	286,900	2,166,942
Bonus/ Ex-gratia	327,123				
Pension	19,679,691		Grant-in-Aid (recurring)		
Comutation of Pention	6,632,756		U.G.C.(Main Grant)	218,779,975	
Gratuity	10,224,539		Delhi Administration	5,000,000	223,779,975
Encashment of Leave	4,721,265				
Leave Encashment on LTC	517,505		Other Income & Recoveries		
Reim.of LTC	1,106,704		Electricity Recovery	112,393	
Transporation on Retirement	62,036	254,834,199	I Card Fine	3,800	
			Right to Information	382	
			Rent Received	45,500	
Library & Reading room expenses			Library Fine	5,075	
Periodicals	61,222		CPF Not Paid	418,208	
Bindings	35,177		Interest on saving A/c		
Contingencies	31,022		College a/c	585,943	
Lib.Books	318,683		Salary A/c	162,826	1,334,127
College Magazine	119,453				
Furniture and Fixtures	9,400	574,957			
			Excess of Expenditure over Income		34,225,529
Repair & Maintenance			transferred to Balance Sheet		
Mini Bus	33,354				
College Building	206,571				
Contingency College	77,852				
Repair & Replacement	15,821				
Ground Rent	2,801	336,399			
Office expenses					
Legal Expenses	25,052				
Audit Fees	3,000				
Water charges	122,920				
Electricity Expenses	1,547,735				
Postage & telegram	16,026				
Bank Charges	7,728				
Advertisement	342,666				
Printing & stationery	280,810				
Telephone Charges	44,173	2,390,110			
Other Expenses					
PTAC Exp.	5,510				
Liveries	76,931				
T.A & D.A	82,710				
Insurance Charges	2,227				
Local Conveyance	24,368				
Refreshment to GB Members	297				
Property Tax	502,950				
Garden Expense	281,809	976,802			

Page No.3

Laboratory expenses:					
B.A.(P) Psychology RG	1,500				
B.A.(H) Applied Psychology Special Grant	1,500				
Maintenance of chemistry lab.	72,184				
Maintenance Physics Lab.	35,905				
Maintenance Botany lab.	42,647				
Maintenance Zoology lab	43,666				
Maintenance Microbiology lab	16,850				
Maintenance Botonical garden	1,500				
Botany Excursion	1,500				
B.A. Hons. App. Psychology lab	2,000				
Zoology Excursion	1,500				
Zoology Museum	1,499	222,251			
Depreciation Provided for the year		2,171,855			
		261,506,573			261,506,573

Section Officer Accounts

Bursar

Principal

Treasurer

Auditor's Report
As per our report of even date
For : VIJAY SAINI & ASSOCIATES
Chartered Accountants

VIJAY SAINI
Partner
Membership No. 096663
(FRN-016040N)

Place : Noida
Date : 26.8.2011

22 DEC 2011

GARGI COLLEGE- (STUDENT SOCIETY ACCOUNT) SIRI FORT ROAD, NEW DELHI
STATEMENT OF STUDENT FUND AS ON 31.03.2011

PARTICULARS	BALANCE AS ON 31.03.2010	RECEIPTS DURING THE YEAR	PAYMENTS DURING THE YEAR	SURPLUS/ (DEFICIT)	BALANCE AS ON 31.03.2011
STUDENTS FUND ACCOUNT					
Examination Fee	707,427	3,283,445	3,206,670	76,775	784,202
Univ. Enrolment Fee	26,234	262,850	258,450	4,400	30,634
Athlete Fee	140,266	143,600	143,600	-	140.266
University Cultural Association Fee	48,798	28,720	28,720	-	48,798
W.U.S Fee	130,340	14,360	8,616	5,744	136,084
University Dev. Fund	(189,960)	861,600	861,600	-	(189,960)
NSS Fee	28,622	57,440	49,172	8,268	36,890
Sports Fund	5,429,085	1,714,800	3,521,326	(1,806,526)	3,622,559
Students Union	1,472,605	1,145,500	249,270	896,230	2,368,835
Extra- Curicular activities	3,927,138	1,441,800	985,014	456,786	4,383,924
Canteen Rennovation Fee	724,844	85,740	3,000	82,740	807,584
Scholarship	138,534	487,270	433,815	53,455	191,989
Medical Fee	613,365	285,800	214,961	70,839	684,204
Students Welfare Fund	147,321	571,600	425,000	146,600	293,921
Dilapidation	886,964	285,800	-	285,800	1,172,764
Instt. Benefit Fund	727,534	285,800	-	285,800	1,013,334
Development Fund	2,036,669	285,800	87,750	198,050	2,234,719
Infrastracture Fee	9,705,008	1,143,200	1,174,539	(31,339)	9,673,669
Library Amenities Fee	908,182	715,195	965,457	(250,262)	657,920
House Examination Fund	816,570	285,800	100,014	185,786	1,002,356
Psychology Fee	403,720	152,000	43,642	108,358	512,078
Computer Lab Fee	336,792	213,600	24,150	189,450	526,242
GC Alumni Association Fee	220,083	96,575	2,441	94,134	314,217
Gargi College Cultural Fee	1,036,122	1,776,900	2,379,092	(602,192)	433,930
Gargi College Extension Fee	773,621	147,900	73,702	74,198	847,819
Placement Cell Fee	2,511,468	571,600	68,654	502,946	3,014,414
Information Technology Fee	8,986,325	2,858,000	581,464	2,276,536	11,262,861
B.El. Ed Science Fee	-	-	-	-	-
Women"s Dev. Centre	1,359,707	285,800	63,326	222,474	1,582,181
Micro Lab Fee	133,272	94,500	60,103	34,397	167,669
Academic Improvement Fee	1,689,445	571,600	22,400	549,200	2,238,645
Feild Trip	84,800	26,000	-	26,000	110,800
Science fee (Botany)	50,600	23,400	-	23,400	74,000
Science Fee (Zoology)	50,000	42,200	69,975	(27,775)	22,225
Computer Phy/Chem	18,000	-	-	-	18,000
Lab Fee Phy/ Chem	52,800	60,000	-	60,000	112,800
Fee Acount	1,000	27,814,026	27,814,026	-	1,000
Foreign Student Security	64,545	-	27,300	(27,300)	37,245
TOTAL	46,197,846	48,120,221	43,947,249	4,172,972	50,370,818

Section Officer Accounts   Bursar   Principal

Auditor's Report
As per our report of even date
For : VIJAY SAINI & ASSOCIATES
Chartered Accountants

Place : Noida
Date : 26.8.2011

VIJAY SAINI
Partner
Membership No. 096663
(FRN-016040N)

22 DEC 2011

Page 8

AUDITORS' REPORT

To
The Management Committee,
M/S Gargi College, Siri Fort Road
New Delhi

1. We have audited the attached Balance Sheet of M/S Gargi College, New Delhi as at March 31,2012 and also the relevant Income & Expenditure Account of the College and other related Accounts for the year ended on that date annexed thereto. The preparation of Financial Statements is the responsibility of the College Management. Our responsibility is to express an opinion on this financial statement based on our audit.

2. We have conducted our audit in accordance with auditing standards accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material mis-statement. An audit Includes examining, on a test basis, evidence supporting, the amount and disclosures in the financial statement. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement preparation. We believe that our audit provides a reasonable basis for our opinion.

3. Except mentioned above, in Our opinion and to the best of our information and according to the explanations given to us, the said accounts gives a true and fair view:

   a) In case of the Balance Sheet of the State of affairs of the College as at March 31,2012

   b) In case of the Income & Expenditure Account of the excess of Income over expenditure for the year ending on that date.

For: **DHARAM RAJ & COMPANY**
Chartered Accountants

Place: New Delhi
Date: 3rd November 2012

Dharam Raj
Partner

GARGI COLLEGE

GC/AC/F.1/2013/

Dated:08.01.2013.

UTILIZATION CERTIFICATE

It is certified that the grant of Rs.27,95,38,803 (Rupees Twenty Seven Crores Ninty Five Lakhs Thirty Eight Thousand Eighty Hundred Three only) sanctioned and paid to **GARGI COLLEGE** by UGC towards maintenance for the year **2011-12** in installments vide letter's given below, has been utilized for the purpose for which it was sanctioned . It is also certified that all the terms and conditions of the grant have been fulfilled by the college.

S.N	Letter No. & Mode of Payment	Date	Amount Paid	Amount Utilized	Unspent Balance
1	F.37-1/2010(DC)	01.04.10	21000000		
2	F.37-1/2011(DC)	10.05.11	67305000		
3	F.37-1/2011(DC)	04.08.11	67305000		
4	F.37-1/2011(DC)	03.11.11	67305000		
5	F.37-1/2011(DC)	03.02.12	22031000		
6	F.37-1/2011(DC)	19.03.12	23243000		
7	F.37-1/2011(DC)	30.03.12	11349803		
	Total		**279538803**	**257668389**	***21870414**

*Used for the salary for March,2012

Dharam Raj & Company
Chartered Accountants

Dr.(Mrs.)Meera Ramachandran
Principal

FORMS

FORM GFR 19-A

See Government of India's Decision (1) below Rule 15

Form of Utilization Certificate

S.N.	Letter No. & date	Amount
1.	DHE-3(09) Rec GIA/ 2011-2012/ Dated 15.6.2011	10,00,000.00

Certified that out of **Rs.10,00,000.00** Of Grants-in-aid sanctioned during the year **2011-2012** in favor of **Recurring Grant** to Gargi College under this Ministry /Department letter No given in the margin has been utilized for the purpose of **Recurring Grant** for which it was sanctioned and that unspent balance is **Rs.Nil**

	Total	**10,00,000.00**

2. Certified that I have satisfied myself that the conditions on which the grant-in-aid was sanctioned have been duly fulfilled and that I have exercised the following checks to see that the money was actually utilized for the purpose for which it was sanctioned.

Kind of check exercised: -

All routine possible check including periodic trial balance and internal audit that the grant has been utilized on approved items of expenditure as per norms laid down by Delhi Administration & U.G.C.

Signature _M. Ramachandran_

Designation _PRINCIPAL_.

Date _08 JAN 2013_.

(G.I., M.F., O.M.No.F.14(1) E.II(A)-73, dated 23rd April, 1975)
GFR-21

GARGI COLLEGE, SIRI FORT ROAD, NEW DELHI
INCOME & EXPENDITURE OF COLLEGE & SALARY ACCOUNT FOR THE YEAR ENDING MARCH 31, 2012

EXPENDITURE	AMOUNT (RS.)		INCOME	AMOUNT (RS.)	
SALARY,ALLOWANCE & CONTRIBUTIONS			**FEES & FINES (Net of Refunds)**		
Teaching Staff	156,957,433		Admission fee	6,925	
Administrative Staff	6,739,083		Tution fee	602,964	
Library Staff	3,159,217		Science Fee	49,350	
Laboratory Staff	16,522,982		Magazine fees	217,100	
Class IV Staff	5,413,409		Electricity & Water fees	751,500	
Contribution to P.F.	3,067,713		Identity card fees	20,775	
Reim. of Tution Fees	1,251,474		Library & R.R. fees	501,000	
Medical reimbursements	3,397,614		Misc. Income	9,175	
Overtime paid	21,329		Garden fees	334,000	2,492,789
Bonus/ Ex-gratia	327,267				
Pension	20,321,719		**Grant-in-Aid (recurring)**		
Comutation of Pension	10,313,439		U.G.C.(Main Grant)	279,538,803	
Gratuity	11,206,678		Delhi Administration	1,000,000	280,538,803
Encashment of Leave	10,181,140				
Leave Encashment on LTC	316,607		**Other Income & Recoveries**		
Reim.of LTC	1,685,186	250,882,290	Electricity Recovery	147,734	
			I Card Fine	5,815	
Library & Reading room expenses			Right to Information	80	
Periodicals	30,139		Rent Received	67,100	
Bindings	29,688		Library Fine	6,015	
Contingencies	85,998		CPF Not Paid	476,160	
Lib.Books	375,205		Pro-rata Pension	1,068,057	
College Magazine	115,080	636,110	Pro-rata Gratuity	155,972	
			Interest on FDR	1,324,475	
Repair & Maintenance			**Interest on saving A/c**		
Mini Bus	29,000		College a/c	367,466	
Building Maintenance	133,356		Salary A/c	201,141	3,820,015
Contingency College	76,420				
Repair & Replacement	16,207				
Ground Rent	2,801	257,784			

PAGE 7

Office expenses						
Audit Fees	3,000					
Water charges	2,388,565					
Electricity Expenses	2,449,018					
Postage & telegram	15,000					
Bank Charges	75,538					
Advertisement	101,018					
Printing & stationery	236,835					
Telephone Charges	44,638	5,313,612				
Other Expenses						
PTAC Exp.	7,500					
Liveries	107,056					
PF Linked Insurance	100,000					
Insurance Charges	5,873					
Local Conveyance	22,364					
Refreshment to GB Members	368					
Property Tax	760,848					
Garden Expense	329,666	1,333,675				
Laboratory expenses:						
B.A.(P) Psychology RG	1,500					
B.A.(H) Psychology RG	2,000					
B.A.(H) Applied Psychology Special Grant	1,500					
Boatny RG	47,954					
Chemistry RG	76,570					
Microbiology RG	14,229					
Physics RG	43,997					
Zoology RG	52,691					
Maintenance Botonical garden	1,500					
Zoology Museum	1,500					
Botany Museum	1,477	244,918				
Depreciation Provided for the year	2,050,384	2,050,384				
Excess of Income over Expenditure transferred to Balance Sheet	26,132,834	26,132,834				
		286,851,607				286,851,607

Section Officer Accounts

Bursar

M. Ramachandran
Principal

Treasurer

Place : New Delhi
Date : 3/11/2012

GARGI COLLEGE- (STUDENT SOCIETY ACCOUNT) SIRI FORT ROAD, NEW DELHI
RECEIPTS & PAYMENTS OF STUDENT SOCIETY ACCOUNT AS ON 31.03.2012

PARTICULARS	BALANCE AS ON 31.03.2011	RECEIPTS DURING THE YEAR	PAYMENTS DURING THE YEAR	SURPLUS/ (DEFICIT)	BALANCE AS ON 31.03.2012
STUDENTS FUND ACCOUNT					
Examination Fee	784,202	4,539,590	4,291,280	248,310	1,032,512
Univ. Enrolment Fee	30,634	262,250	256,300	5,950	36,584
Athlete Fee	140,266	167,000	167,000	-	140,266
University Cultural Association Fee	48,798	33,400	33,400	-	48,798
W.U.S Fee	136,084	16,700	10,020	6,680	142,764
NSS Fee	36,890	66,800	97,639	(30,839)	6,051
Sports Fund	3,622,559	2,544,800	1,782,970	761,830	4,384,389
Students Union	2,368,835	1,330,400	303,497	1,026,903	3,395,738
Extra- Curicular activities	4,383,924	1,849,350	3,692,730	(1,843,380)	2,540,544
Canteen Rennovation Fee	807,584	99,780	-	99,780	907,364
Scholarship	191,989	345,795	213,550	132,245	324,234
Medical Fee	684,204	332,600	316,472	16,128	700,332
Students Welfare Fund	293,921	665,200	583,000	82,200	376,121
Dilapidation	1,172,764	332,600	2,000	330,600	1,503,364
Instt. Benefit Fund	1,013,334	332,600	-	332,600	1,345,934
University Development Fund	-	1,002,000	1,002,000	-	-
Development Fund	2,044,759	342,100	4,050	338,050	2,382,809
Infrastracture Fee	9,673,669	1,330,400	118,009	1,212,391	10,886,060
Library Amenities Fee	657,920	844,500	545,982	298,518	956,438
House Examination Fund	1,002,356	465,600	301,036	164,564	1,166,920
Psychology Fee	512,078	226,000	349,144	(123,144)	388,934
Computer Lab Fee	526,242	260,700	74,071	186,629	712,871
GC Alumni Association Fee	314,217	134,325	7,300	127,025	441,242
Gargi College Cultural Fee	433,930	1,950,353	715,937	1,234,416	1,668,346
Gargi College Extension Fee	847,819	184,380	18,744	165,636	1,013,455
Placement Cell Fee	3,014,414	665,200	5,395	659,805	3,674,219
Information Technology Fee	11,262,861	3,326,000	640,953	2,685,047	13,947,908
Women Development Fund	1,582,181	323,100	-	323,100	1,905,281
Micro Lab.Fee	167,669	106,500	113,083	(6,583)	161,086
Academic Improvement Fee	2,238,645	666,200	168,501	497,699	2,736,344
Feild Trip	110,800	27,600	5,000	22,600	133,400
Science fee (Botany)	74,000	26,000	-	26,000	100,000
Science Fee (Zoology)	22,225	30,200	-	30,200	52,425
Computer Phy/Chem	18,000	-	-	-	18,000
Lab Fee Phy/ Chem	112,800	62,400	800	61,600	174,400
Fee Account	1,000	32,669,721	32,669,721	-	1,000
Foreign Student Security	37,245	-	-	-	37,245
TOTAL	**50,370,818**	**57,562,144**	**48,489,584**	**9,072,560**	**59,443,378**

Section Officer Accounts

Bursar   Principal   Treasurer

Auditor's Report
As per our report of even date
For : DHARAMRAJ & COMPANY
Chartered Accountants

Dharam Raj
Partner

Place : New Delhi
Date : 3/11/2012

AUDITORS' REPORT

To
The Management Committee,
M/S Gargi College, Siri Fort Road
New Delhi

1. We have audited the attached Balance Sheet of M/S Gargi College, New Delhi as at March 31,2013 and also the relevant Income & Expenditure Account of the College and other related Accounts for the year ended on that date annexed thereto. The preparation of Financial Statements is the responsibility of the College Management. Our responsibility is to express an opinion on this financial statement based on our audit.

2. We have conducted our audit in accordance with auditing standards accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material mis-statement. An audit Includes examining, on a test basis, evidence supporting, the amount and disclosures in the financial statement. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement preparation. We believe that our audit provides a reasonable basis for our opinion.

3. In Our opinion and to the best of our information and according to the explanations given to us, the said accounts gives a true and fair view:

   a) In case of the Balance Sheet of the State of affairs of the College as at March 31,2013

   b) In case of the Income & Expenditure Account of the excess of expenditure over income for the year ending on that date.

For: **VIJAY SAINI & ASSOCIATES**
Chartered Accountants

Place: New Delhi
Date: 26/12/2013

Vijay Saini
Partner
Membership No. - 096663
(FRN - 016040N)

GARGI COLLEGE

(University of Delhi)
Siri Fort Road, New Delhi – 110 049
Phone : 2649 4544

GC/AC/F.1/2014/   Dated:08.01.2014.

UTILIZATION CERTIFICATE

It is certified that the grant of Rs.357541000 (Thirty five Crore Seventy Five Lac Forty One Thousand only) sanctioned and paid to **GARGI COLLEGE** by UGC towards maintenance for the year **2012-13** in installments vide letter's given below, has been utilized for the purpose for which it was sanctioned . It is also certified that all the terms and conditions of the grant have been fulfilled by the college.

S.N	Letter No. & Mode of Payment	Date	Amount Paid	Amount Utilized	Unspent Balance
1	F.37-1/2011(DC)	23.04.2012	23037000		
2	F.37-1/2012(DC)	12.05.2012	85110000		
3	F.37-1/2012(DC)	03.08.2012	88716000		
4	F.37-1/2012(DC)	19.11.2012	86913000		
5	F.37-1/2012(DC)	01.02.2013	57942000		
6	F.37-1/2012(DC)	25.03.2013	15823000		
	Total		**357541000**	**282452534**	**75088466**

Niraj Kumar
NIRAJ KUMAR
(PARTNER)
Vijay saini & Associates
Chartered Accountants

Dr.(Mrs.) Shashi Tyagi
Principal

01C

FORM GFR 19-A

See Government of India's Decision (1) below Rule 15

Form of Utilization Certificate

S.N.	Letter No. & date	Amount
1.	NIL	NIL
	Total	Nil

Certified that out of **Rs. NIL** Grants-in-aid sanctioned during the year **2012-2013** in favor of **Recurring Grant** to Gargi College under this Ministry/Department letter No given in the margin has been utilized for the purpose of for which it was Sanctioned and that unspent balance is **Rs. Nil**

2. Certified that I have satisfied myself that the conditions on which the grant-in-aid was sanctioned have been duly fulfilled and that I have exercised the following checks to see that the money was actually utilized for the purpose for which it was sanctioned.

Kind of check exercised: -

All routine possible check including periodic trial balance and internal audit that the grant has been utilized on approved items of expenditure as per norms laid down by Delhi Administration & U.G.C.

Signature _S. Tyag_.

Designation _____.

Date _17.02.2014_ .

(G.I., M.F., O.M.No.F.14 (1) E.II (A)-73, dated 23rd April, 1975)
GFR-21

GARGI COLLEGE, SIRI FORT ROAD, NEW DELHI
INCOME & EXPENDITURE OF COLLEGE & SALARY ACCOUNT FOR THE YEAR ENDING MARCH 31, 2013

EXPENDITURE	AMOUNT (RS.)		INCOME	AMOUNT (RS.)	
SALARY,ALLOWANCE & CONTRIBUTIONS			FEES & FINES (Net of Refunds)		
Teaching Staff	166,369,402		Admission fee	6,205	
Administrative Staff	7,217,679		Tution fee	614,196	
Library Staff	3,295,256		Laboratory/Science Fee	53,000	
Laboratory Staff	17,464,441		Magazine fees	221,195	
Class IV Staff	5,880,117		Electricity & Water fees	765,675	
Contribution to P.F.	3,817,290		Identity card fees	18,615	
Reim. of Tution Fees	1,124,342		Library & R.R. fees	510,450	
Medical reimbursements	3,872,306		Misc. Income	61,664	
Overtime paid	22,157		Garden fees	340,300	2,591,300
Bonus/ Ex-gratia	315,753				
Pension	25,981,949		Grant-in-Aid (recurring)		
Comutation of Pension	8,453,284		U.G.C.(Main Grant)	357,541,000	
Gratuity	14,044,969				357,541,000
Encashment of Leave	13,526,778		Other Income & Recoveries		
Leave Encashment on LTC	604,023		Electricity Recovery	222,683	
Reim.of LTC	2,414,121	274,403,867	I Card Fine	8,440	
			Right to Information	4,658	
Library & Reading room expenses			Rent Received	74,700	
Periodicals	18,095				
Bindings	20,873		CPF Not Paid	911,925	
Contingencies	77,636		Recovery Account	14,855	
Lib.books	415,367		Salary Recovery	30,745	
College Magazine	149,188	681,159			
			Interest on saving A/c		
Repair & Maintenance			College a/c	2,173,592	
Minibus	28,480		Salary A/c	223,527	3,665,125
Building Maintenance	142,339				
Contingency College	92,401				
Repair & Replacement	15,151				
Ground Rent	2,801	281,172			

Office expenses					
Water charges	682,021				
Electricity Expenses	2,963,219				
Postage & telegram	10,000				
Bank Charges- Salary	3,725				
Bank Charges - College	2,885				
Advertisement	11,927				
Printing & stationery	315,115				
Telephone Charges	36,714	4,025,606			
Other Expenses					
PTA Exp.	7,200				
Liveries	75,267				
Transportation On Retirement	56,250				
TA & DA	20,900				
Faculty Excursion	1,500				
Insurance Charges	5,782				
Local Conveyance	32,701				
Refreshment to GB Members	525				
Property Tax	760,794				
Garden Expense	348,460	1,309,379			
Laboratory expenses:					
B.A (P) Psychology RG	2,000				
B.A.(H) Psychology RG	1,500				
B.A.(H) Applied Psychology Special Grant	1,500				
Botany RG	75,624				
Chemistry RG	86,006				
Microbiology RG	15,643				
Physics RG	41,742				
Zoology RG	67,451				
Maintenance Botonical garden	1,500				
Zoology Museum	1,382				
Botany Museum	1,477	295,825			
Depreciation Provided for the year	2,124,532	2,124,532			
Excess of Income over Expenditure transferred to Balance Sheet	80,675,885	80,675,885			
		363,797,425			**363,797,425**

Section Officer Accounts

Bursar

Principal

Treasurer

Auditor's Report
As per our report of even date
For : VIJAY SAINI & ASSOCIATES
Chartered Accountants

VIJAY SAINI
Partner
Membership No. – 096663
(FRN – 016040N)

Place : New Delhi
Date : 26/12/2013

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GARGI COLLEGE- (STUDENT SOCIETY ACCOUNT) SIRI FORT ROAD, NEW DELHI
RECEIPTS & PAYMENTS OF STUDENT SOCIETY ACCOUNT AS ON 31.03.2013

PARTICULARS	BALANCE AS ON 31.03.2013	RECEIPTS DURING THE YEAR	PAYMENTS DURING THE YEAR	SURPLUS/ (DEFICIT)	BALANCE AS ON 31.03.2013
STUDENTS FUND ACCOUNT					
Examination Fee	1,032,512	4,723,260	341,670	4,381,590	5,414,102
Univ. Enrolment Fee	36,584	248,500	248,500	-	36,584
Athlete Fee	140,266	170,150	170,150	-	140,266
University Cultural Association Fee	48,798	34,030	34,030	-	48,798
N.U.S Fee	142,764	17,015	6,806	10,209	152,973
NSS Fee	6,051	68,060	48,655	19,405	25,456
Sports Fund	4,384,389	2,032,800	2,147,861	(115,061)	4,269,328
Students Union	3,395,738	1,396,200	725,975	670,225	4,065,963
Extra- Curicular activities	2,540,544	2,400,600	3,591,136	(1,190,536)	1,350,008
Canteen Rennovation Fee	907,364	101,640	10,000	91,640	999,004
Scholarship	324,234	395,224	518,616	(123,392)	200,842
Medical Fee	700,332	338,800	365,650	(26,850)	673,482
Students Welfare Fund	376,121	1,058,785	1,285,000	(226,215)	149,906
D.U. Library Dev. Fund		9,200	9,200	-	
D.U. Security Deposit		28,000	28,000	-	
Dilapidation	1,503,364	338,800	45,185	293,615	1,796,979
Staff. Benefit Fund	1,345,934	338,800	28,614	310,186	1,656,120
University Development Fund	-	2,041,800	2,041,800	-	-
Development Fund	2,382,809	338,800		338,800	2,721,609
Infrastructure Fee	10,886,060	1,355,200	491,542	863,658	11,749,718
Library Amenities Fee	444,794	847,000	708,030	138,970	583,764
House Examination Fund	1,166,920	338,800	20,469	318,331	1,485,251
Psychology Fee	388,934	189,400	66,697	122,703	511,637
Computer Lab Fee	712,871	212,400	44,440	167,960	880,831
GC Alumni Association Fee	441,242	159,950	147,878	12,072	453,314
Gargi College Cultural Fee	1,668,346	1,694,000	108,841	1,585,160	3,253,506
Gargi College Extension Fee	1,013,455	169,400	80,099	89,301	1,102,756
Placement Cell Fee	3,674,219	677,600	9,987	667,613	4,341,832
Information Technology Fee	13,947,908	3,388,000	683,213	2,704,787	16,652,695
Women Development Fund	1,905,281	338,800	25,862	312,938	2,218,219
Zoo Lab.Fee	161,086	114,000	127,392	(13,392)	147,694
Academic Improvement Fee	2,736,344	683,300	228,549	454,751	3,191,095
Field Trip	133,400	31,400		31,400	164,800
Science fee (Botany)	100,000	33,200		33,200	133,200
Science Fee (Zoology)	52,425	44,000	10,000	34,000	86,425
Computer Phy/Chem	18,000			-	18,000
Lab Fee Phy/ Chem	174,400	57,200	51,338	5,862	180,262
Fee Account	1,000			-	1,000
Foreign Student Security	37,245	-	-	-	37,245
TOTAL	**58,931,734**	**26,414,114**	**14,451,185**	**11,962,930**	**70,894,664**

Section Officer Accounts

Bursar

Principal

Treasurer

Auditor's Report
As per our report of even date
For : VIJAY SAINI & ASSOCIATES
Chartered Accountants

VIJAY SAINI
Partner
Membership No - 096663

Place : New Delhi
Date : 26/12/2013

(FRN - 016040N)

AUDITORS' REPORT

To
The Management Committee,
M/S Gargi College, Siri Fort Road
New Delhi

1. We have audited the attached Balance Sheet of M/S Gargi College, New Delhi as at March 31,2014 and also the relevant Income & Expenditure Account of the College and other related Accounts for the year ended on that date annexed thereto. The preparation of Financial Statements is the responsibility of the College Management. Our responsibility is to express an opinion on this financial statement based on our audit.

2. We have conducted our audit in accordance with auditing standards accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material mis-statement. An audit Includes examining, on a test basis, evidence supporting, the amount and disclosures in the financial statement. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement preparation. We believe that our audit provides a reasonable basis for our opinion.

3. Except mentioned above, in Our opinion and to the best of our information and according to the explanations given to us, the said accounts gives a true and fair view:

   a) In case of the Balance Sheet of the State of affairs of the College as at March 31,2014

   b) In case of the Income & Expenditure Account of the excess of expenditure over income for the year ending on that date.

GARGI COLLEGE

(University of Delhi)
Siri Fort Road, New Delhi – 110 049
Phone : 2649 4544

GC/AC/F.1/2014/

UTILIZATION CERTIFICATE

It is certified that the grant of Rs.24,19,80,000 (Rupees Twenty Four Crore Ninteen Lac Eighty Thousand only) sanctioned and paid to **GARGI COLLEGE** by UGC towards maintenance for the year **2013-14** in installments vide letter's given below, has been utilized for the purpose for which it was sanctioned . It is also certified that all the terms and conditions of the grant have been fulfilled by the college.

S.N	Letter No. & Mode of Payment	Date	Amount Paid	Amount Utilized	Unspent Balance
1	F.37-1/2013(DC)	25.06.13	62310000		
2	F.37-1/2013(DC)	28.06.13	17184000		
3	F.37-1/2013(DC)	02.07.13	1166000		
4	F.37-1/2013(DC)	21.10.13	80660000		
5	F.37-1/2013(DC)	29.01.14	80660000		
	Total		**241980000**	**287841500**	

NIRAJ KUMAR (ACA)
Niraj Kumar M. No.527582

Vijay Saini & Associates
Chartered Accountants

Dr.(Mrs.) Shashi Tyagi
Principal

Principal
GARGI COLLEGE
NEW DELHI-49

FORMS

FORM GFR 19-A

See Government of India's Decision (1) below Rule 15

Form of Utilization Certificate

S.N.	Letter No. & date	Amount
1.	DHE-3(03)/GIA/ 2013-2014/ Dated 28.3.2014	10,00,000.00

Certified that out of **Rs.10,00,000.00** Of Grants-in-aid sanctioned during the year **2013-2014** in favor of **Recurring Grant** to Gargi College under this Ministry /Department letter No given in the margin has been utilized for the purpose of **Recurring Grant** for which it was sanctioned and that unspent balance is **Rs.Nil**

Total		**10,00,000.00**

2. Certified that I have satisfied myself that the conditions on which the grant-in-aid was sanctioned have been duly fulfilled and that I have exercised the following checks to see that the money was actually utilized for the purpose for which it was sanctioned.

Kind of check exercised: -

All routine possible check including periodic trial balance and internal audit that the grant has been utilized on approved items of expenditure as per norms laid down by Delhi Administration & U.G.C.

Signature _____

Designation GARGI COLLEGE NEW DELHI-49

Date_____.

(G.I., M.F., O.M.No.F.14(1) E.II(A)-73, dated 23rd April, 1975)
GFR-21

GARGI COLLEGE, SIRI FORT ROAD , NEW DELHI
INCOME & EXPENDITURE OF COLLEGE & SALARY ACCOUNT FOR THE YEAR ENDING MARCH 31, 2014

EXPENDITURE	AMOUNT ( )		INCOME	AMOUNT ( )	
SALARY,ALLOWANCE &			**FEES & FINES (Net of Refunds)**		
CONTRIBUTIONS			Admission fee	7,555	
Teaching Staff	180,961,170		Tution fee	683,748	
Administrative Staff	7,673,550		Laboratory/Science Fee	54,800	
Library Staff	3,677,566		Magazine fees	246,025	
Laboratory Staff	19,294,109		Electricity & Water fees	851,625	
Class IV Staff	7,288,202		Identity card fees	22,665	
Contribution to P.F.	3,781,632		Library & R.R. fees	567,750	
Reim. of Tution Fees	1,242,126		Misc. Income	69,477	
Medical reimbursements	6,057,754		Garden fees	378,400	2,882,045
Overtime paid	25,402				
Bonus/ Ex-gratia	297,044		**Grant-in-Aid (recurring)**		
Pension	35,842,478		U.G.C.(Main Grant)	241,980,000	
Comutation of Pension	7,067,668		Delhi Administartion (Main Grant)	1,000,000	242,980,000
Gratuity	3,684,743				
Encashment of Leave	1,671,846		**Other Income & Recoveries**		
Leave Encashment on LTC	397,261		Electricity Recovery	179,244	
Reim.of LTC	2,296,037	281,258,588	Right to Information	958	
			Rent Received	77,015	
Library & Reading room expenses					
Periodicals	21,776		Recovery Account	74,303	
Bindings	8,627		Salary Recovery	31,482	
Contingencies	6,887				
Lib.Books	514,459		**Interest on saving A/c**		
College Magazine	313,677	865,426	College a/c	3,192,761	
			Salary A/c	177,847	3,733,610
Repair & Maintenance					
Mini Bus	20,650				
Building Maintenance	86,108				
Contingency College	95,308				
Repair & Replacement	580	202,646			

Office expenses					
Water charges	29,258				
Electricity Expenses	3,538,220				
Postage & telegram	5,000				
Bank Charges- Salary	1,755				
Bank Charges - College	2,586				
Advertisement	32,639				
Printing & stationery	214,067				
Telephone Charges	38,356	3,861,881			
Other Expenses					
PTAC Exp.	7,500				
Liveries	115,989				
Transportation On Retirement	5,883				
TA & DA	10,000				
Legal Expenses	49,900				
Insurance Charges	14,664				
Local Conveyance	29,768				
Refreshment to GB Members	432				
Property Tax	760,794				
Garden Expense	385,533	1,380,463			
Laboratory expenses:					
B.A.(P) Psychology RG	1,500				
B.A.(H) Psychology RG	2,000				
B.A.(H) Applied Psychology Special Grant	1,500				
Boatny RG	72,986				
Chemistry RG	59,695				
Microbiology RG	23,531				
Physics RG	46,808				
Zoology RG	60,019				
Maintenance Botonical garden	1,500				
Zoology Museum	1,464				
Botany Museum	1,493	272,496			
Depreciation Provided for the year	7,640,451	7,640,451			
			Excess of Expenditure over Income transferred to Balance Sheet	45,886,296	45,886,296
		295,481,951			295,481,951

Section Officer Accounts   Bursar   Principal   Treasurer

Auditor's Report
As per our report of even date
For : Vijay Saini & Associates
Chartered Accountants
FRN - 016040N

Niraj Kumar

Niraj Kumar
Partner
Membership No.:527582

Place : Noida
Date : 11/11/2014

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GARGI COLLEGE- (STUDENT SOCIETY ACCOUNT) SIRI FORT ROAD, NEW DELHI
RECEIPTS & PAYMENTS OF STUDENT SOCIETY ACCOUNT AS ON 31.03.2014

PARTICULARS	BALANCE AS ON 31.03.2013	RECEIPTS DURING THE YEAR	PAYMENTS DURING THE YEAR	SURPLUS/ (DEFICIT)	BALANCE AS ON 31.03.2014
STUDENTS FUND ACCOUNT					
Examination Fee	5,414,102	5,657,110	8,414,340	(2,757,230)	2,656,872
Univ. Enrolment Fee	36,584	450,360	372,000	78,360	114,944
Athlete Fee	140,266	189,250	189,250	-	140,266
University Cultural Association Fee	48,798	37,850	37,850	-	48,798
W.U.S Fee	152,973	18,925	10,570	8,355	161,328
NSS Fee	25,456	75,700	71,426	4,274	29,730
Sports Fund	4,269,328	2,260,800	1,649,866	610,934	4,880,262
Students Union	4,065,963	1,555,170	122,645	1,432,525	5,498,488
Extra- Curicular activities	1,350,008	2,200,520	4,761,235	(2,560,715)	(1,210,707)
Canteen Rennovation Fee	999,004	113,040	-	113,040	1,112,044
Scholarship	200,842	28,670	28,670	-	200,842
Medical Fee	673,482	376,800	400,160	(23,360)	650,122
Students Welfare Fund	149,906	753,600	676,800	76,800	226,706
D.U. Library Dev. Fund	-	-	13,600	(13,600)	(13,600)
D.U. Security Deposit	-	-	39,000	(39,000)	(39,000)
Dilapidation	1,796,979	376,800	49,826	326,974	2,123,953
Instt. Benefit Fund	1,656,120	376,800	309,903	66,897	1,723,017
University Development Fund	-	2,271,000	2,271,000	-	-
Development Fund	2,721,609	376,800	29,375	347,425	3,069,034
Infrastructure Fee	11,749,718	1,507,200	1,675,692	(168,492)	11,581,226
Library Amenities Fee	583,764	942,000	464,275	477,725	1,061,489
House Examination Fund	1,485,251	376,800	1,650	375,150	1,860,401
Psychology Fee	511,637	207,500	79,882	127,618	639,255
Computer Lab Fee	880,831	140,400	132,753	7,647	888,478
GC Alumni Association Fee	453,314	164,250	-	164,250	617,564
Gargi College Cultural Fee	3,253,506	1,884,000	-	1,884,000	5,137,506
Gargi College Extension Fee	1,102,756	188,400	39,713	148,687	1,251,443
Placement Cell Fee	4,341,832	763,600	11,735	751,865	5,093,697
Information Technology Fee	16,652,695	3,925,160	676,759	3,248,401	19,901,096
Women Development Fund	2,218,219	376,800	38,279	338,521	2,556,740
Micro Lab.Fee	147,694	132,000	256,470	(124,470)	23,224
Academic Improvement Fee	3,191,095	753,950	156,904	597,046	3,788,141
Feild Trip	164,800	-	-	-	164,800
Science fee (Botany)	133,200	42,200	165,331	(123,131)	10,069
Science Fee (Zoology)	86,425	48,600	17,378	31,222	117,647
Computer Phy/Chem	18,000	-	-	-	18,000
Lab Fee Phy/ Chem	180,262	147,500	101,417	46,083	226,345
Fee Account	1,000	-	-	-	1,000
Foreign Student Security	37,245	-	-	-	37,245
TOTAL	**70,894,664**	**28,719,555**	**23,265,754**	**5,453,801**	**76,348,465**

Section Officer Accounts   Bursar   Principal

Auditor's Report
As per our report of even date
For : Vijay Saini & Associates
Chartered Accountants
FRN - 016040N

Niraj Kumar

Place : Noida
Date : 11/11/2014

Niraj Kumar
Partner
Membership No.:527582